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ABSTRACT

This manual resulted from the work of the European Centre for the Development of Vocational Training (CEDEFOP) and the International Information Centre for Terminology (Infoterm) in Vienna in developing methodologies for the work of multilingual organizations. Three papers are included in the document: "A Method for Controlled Concept Dynamics: Comprehensive Proposal for Project-related Terminology Work" (Felber, Galinski, Nedobity); "Manual for Multilingual Abstracting: A Method for Content Analysis" (Nedobity); and "Bibliography of Specialized Vocabularies in the Field of Vocational Training" (Nedobity, Budin). The Universal Decimal Classification is used to classify 246 vocabularies. The second section lists these titles alphabetically, and the third section is a classified listing of an additional 212 "incomplete" entries. (CML)

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CEDEFOP Document

Tools for multilingual institutional work in the field of vocational training

A CEDEFOP - Infoterm publication

European Centre for the Development of Vocational Training

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institutional work
in the field of vocational training

A CEDEFOP-infoterm publication

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TOOLS FOR MULTILINGUAL INSTITUTIONAL WORK IN THE FIELD OF VOCATIONAL TRAINING

A CEDEFOP - Infoterm publication

Vienna, September 1987

FOREWORD

The European Centre for the Development of Vocational Training (CEDEFOP) is a European Community organization. As such, it has not only to fulfil a whole range of tasks in the field of vocational training, but is also required to conduct its work in all the Community languages. This results in the need for a number of methodological constructs so that the knowledge and information on developments fundamental to the effort to overcome language barriers may be applied to the specialist field of vocational training. In practice, this work is influenced by the current information drive, the expansive application of information technologies and the growing number of languages involved. This can also lead to novel solutions which are not only of interest to CEDEFOP.

In co-operation with the International Information Centre for Terminology (Infoterm), Vienna, which pursues relevant activities within the framework of a UNESCO programme, two methodologies were developed, providing ideas and proposals for the work of multilingual organizations. The first is concerned with the terminological processing of multilingual projects, allowing for the regular collection of technical terms and the simultaneous comparison of concepts without this disrupting the underlying conceptual dynamics. The second makes use of simple processes for the contextual analysis and evaluation of specialized multilingual literature. Both methodologies may be applied manually and/or make use of automatic systems. Together, they

may constitute a preliminary phase in the development of a multilingual information and knowledge management system. These methodologies are described in the first and second parts of this publication.

This work concludes with a bibliography of vocational training dictionaries and glossaries - a product of the same co-operative effort.

Whilst Part One concentrates on the terminological aspects, Part Two is specifically concerned with documentation, and Part Three is essentially addressed to interpreters and translators working in the field of vocational training.

We thank the authors and Infoterm for their co-operation, which has been both informative and rewarding.

Special thanks are due to Professor Helmut Felber, former Director of Infoterm, whose expert knowledge and experience formed the foundation of this methodological work.

Berlin, September 1987

Brigitte Linshöft-Stiller
Project Coordinator

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Deputy Director

CEDEFOP

General introduction

Terminology (systematically arranged systems of concepts and the methodology to be applied in this process) is an essential element of the intellectual infrastructure of the subject fields. Its functions, especially its ordering function, go far beyond its role in subject field communication.

Being basic units of knowledge and thought, concepts always occur where matters of specialized knowledge and information are concerned. The systems of concepts can be regarded as underlying the internal structure of knowledge. Advantage thus might be taken of this key role of terminology whenever decisions have to be made concerning infrastructural measures.

Terminologies, i.e. the specialized vocabularies of specific subject fields recorded in their conceptual classifications, play an important role in technical communication; not only in human communication, but also from man to machine and machine to machine. They form a basis for the following:

- ordering of knowledge (conceptual classification of every subject field);
- communication of knowledge and skills (teaching of the subject field, training, etc.);
- transfer of subject field information from one language to another (interpreting, translating);
- formulation of subject field information (technical

writing, etc.);
- condensing of subject field information (abstracting);
- searching for stored subject field information (indexing, classification, thesaurus);
- development of knowledge banks and other knowledge-based systems.

In 1984, from discussions between staff members of CEDEFOP and Infoterm it could be seen that many of the terminological problems arising out of work of CEDEFOP were similar to those being experienced by several other organizations active in specific subject fields. Predictably, some of these problems were also common to organizations active in terminology, while others were specific to CEDEFOP itself. It was, therefore, clear from the outset that the existing methods of terminology work and terminography would have to be adapted to the special needs of CEDEFOP.

Since terminologies are multifunctional, it was not surprising that terminological problems were not confined to the translation and interpretation activities of CEDEFOP. If CEDEFOP had decided to tackle these problems solely from the point of view of language mediation, or simultaneously under several headings within CEDEFOP, it would have caused many more problems again. It was therefore recognized by CEDEFOP and Infoterm that a comprehensive, systematic approach to solving the various types of terminological problems would be desirable. A broad range of topics of common interest were subsequently identified

where co-operation could be fruitful to both institutions.

As a consequence, a close collaboration started on the practical application of terminological and terminographical principles and methods to various aspects of the work of CEDEFOP, such as the following, keeping in mind the overall goal of a comprehensive and systematic approach:

- the preparation of vocabularies,
- the creation of guidelines and formats for terminology work,
- the training of experts in terminological principles and methods,
- the immediate access to information (text analysis, indexing and abstracting),
- the bibliographic control of pertinent literature (classification schemes, thesauri, dictionaries and vocabularies in vocational training);

and last but not least

- the solution of terminological problems caused by multilingual work (translation and interpretation)

The results of this co-operation have been summarized in this three-part Manual:

Part 1 provides the methodological guidance for the preparation of terminologies in the field of vocational training based on the systemic approach and with a view to the practical needs of experts, translators, interpreters and project management

within the framework of CEDEFOP activities.

Part 2 shows how terminological methods can be fruitfully applied to documentation activities.

Part 3 is conceived as a basic information tool for terminology work and its associated documentation activities and - more simply - as an aid to translators.

The abovementioned parts are complementary to each other. Each can be used separately, but since they refer to closely related activities they are presented to the reader in the form of a multimodular and multifunctional "tool-kit".

With the results obtained so far it is hoped to pave the way towards future multilingual knowledge and information management at CEDEFOP. They are also conceived as the intellectual groundwork, being the prerequisite for later computerization of knowledge and information management, including terminological support of translation and interpretation activities. It is hoped that they can also serve as a reference tool for other institutions facing terminological problems similar to those of CEDEFOP.

Vienna, September 1987

Christian Galinski
Director

Wolfgang Nedobity
Deputy Director

Infoterm

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Part 1

A METHOD FOR CONTROLLED CONCEPT DYNAMICS

Comprehensive proposal for
project-related terminology work

H. Felber, C. Galinski, W. Nedobity

Vienna, September 1987

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1 Preliminary remarks

1.1 Origin of the method

The European Centre for the Development of Vocational Training (CEDEFOP), being an institution of the European Communities, works in a multilingual environment. The results of the scientific projects organized by CEDEFOP not only have to be available in all EC languages, but are also based on a European-wide process of concept formation. This process constitutes concept dynamics which have to be controlled for the purposes of subject communication, translation and documentation in order to secure the desired results of the co-operative effort.

CEDEFOP's activities shall also lay the foundation for a common policy in the field of vocational training which can only be arrived at by "Europeanizing" the concepts in this field. Therefore they represent a concrete contribution to the creation of a united Europe. This was realized in discussions between CEDEFOP and Infoterm and has lead to a new way of thinking in terminology work being extended towards new applications on the basis of terminology science.

Since terminologies*) are now acknowledged to form the

*) the aggregates of terms assigned to systems of concepts

basis for subject communication, rules and methods in terminology work have been developed at national, regional and international level. Work on the actual fundamentals led to the emergence of terminology science and standardized principles of terminology. Wüster's studies in terminology greatly influenced the terminology work of the International Organization for Standardization (ISO) and the International Electrotechnical Commission (IEC). The above-mentioned principles are gaining importance as the conceptual access to information systems, and particularly to knowledge-based systems, is indispensable.

The rapid development in the various fields of human endeavour (science, technology, trade, professions, etc.) leads to the creation of an abundance of new concepts and terms and to continuous change in the terminologies for the individual subject fields. It is therefore increasingly important - and at the same time increasingly difficult - to collect new concepts and terms and to find corresponding terms in other languages.

In new fields of specialization, such as vocational training, the lack of established terminologies harmonized at international level gives rise to difficulties in communication and hampers the desired rapid development, especially when the number of languages involved is increasing disproportionally: while in 1967 four EC languages meant communication in 12 language pairs, the number of EC languages rose to nine in 1986, requiring translation and interpretation in 72 language pairs. Simultaneously the

technological environment has developed in a way which imposes rigid demands on language conventions for unhampered services to its users. These are the reasons which prompted CEDEFOP to seek assistance in solving the respective terminology problems, and early in 1984 Infoterm was requested to assist CEDEFOP as consultant in this matter.

A subsequent seminar showed that the subject specialists, translators and documentalists needed a method adapted to requirements of CEDEFOP. A basic proposal for the development of such a method was submitted by Infoterm in September 1984. Since then, a method has been developed featuring a specific terminological support for CEDEFOP projects.

This method was devised so as to allow for a dynamic development of concepts while exerting proper terminological control. Its objectives are the following:

- the recording and consolidating of existing, though not yet consolidated, concepts and terms;
- the recording and consolidating of new concepts and terms emerging in the process of research and development (i.e. at the point of creation);
- the structuring of concept systems.

By applying the method proposed, the investigation of terminological usage (state-of-the-art of terminology) produces a set of terminological data (and associated information) on the concepts which correspond in several languages on the grounds of a set of common characteristics (i.e. concepts representing the same objects) and on

relationships to neighbouring concepts. This information can serve as a basis for the unification, harmonization, or at least comparability of concepts and for the establishment of concept systems at a later stage - as considered necessary, useful or practicable.

The dynamics of conceptual development consist in changes of concepts, such as by an addition of new characteristics or a reduction of certain characteristics (or both) in the intension* of a concept, or in concepts shifting their position within the system of concepts. The proposed method takes this into account.

1.2 Underlying Principles

Terminologies are tools of communication which should be made available in the most appropriate form. They should be prepared as far as possible in accordance with international terminological principles and terminographic methods by competent subject specialists (working in terminology commissions) in co-operation with terminographers** and other experts (e.g. language mediators, i.e. translators and interpreters).

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* the aggregate of all characteristics of a concept

** A terminographer (in analogy to lexicographer) is somebody who collects and records information on concepts together with the terms representing these concepts as they are used in subject field communication (i.e. state-of-the-art terminologies) without unifying or harmonizing the assignment concept-term as well as the systems of concepts.

Such international terminological principles for general application have been prepared by ISO/TC 37 "Terminology (principles and co-ordination)" from 1952 onwards. These principles have been observed in creating this method.

1.3 Computer-aided terminography

Several organizations which prepare terminologies have now recorded their data in machine-readable form. This approach permits the computer storage of terminological data, facilitates the updating of these data as well as their retrieval on a VDU, and accelerates the production of terminology listings, vocabularies, glossaries and dictionaries.

Organizations involved in terminology work need guidelines for the recording of terminological data directly for machine processing or with a view to applying machine processing at a later stage. The expertise gained in projects of practical terminology work as well as in the preparation of the 'Guidelines for the recording of terminological data' features largely in this document which is intended to assist those subject specialists in the field of vocational training who are already engaged in terminology work or who are starting to record terminographical data*. The method prepared can be applied to the recording

* Terminographical data can be divided into terminological data and associated data (see 4.1).

of such data as follows:

- in conventional form (e.g. on card files or on recording forms) with a view to data input and processing at a later stage;
- with the aid of the computer (e.g. software assistance) after the terminological research and analysis has been completed, so that terminographical data are available on worksheets.

The application of computer aids can prove particularly advantageous in controlling the dynamics of terminological development in the field of vocational training.

The necessity of carrying out high-quality terminology work through following harmonized principles was stressed at the 'First International Conference on Terminological Data Banks' 2/3 April, 1979, convened by Infoterm in Vienna. Infoterm, in co-operation with Unesco, also organized the "Meeting of experts on terminological data elements", which was held on 24/26 September, 1980 in Vienna. A series of meetings followed, resulting in "Guidelines for the recording of terminological data" prepared by well-known specialists for terminological data banks. At these meetings it was agreed that the terminological record was the basic unit both for terminology work and terminography, whether in conventional or machine-readable form. It is recommended that the experience gained by the work on the 'Guidelines' be therefore taken advantage of.

1.4 Adaptation of the method for application by CEDEFOP

This concise 'method for controlled concept dynamics' provides the basic rules and principles to support and organize the terminology work of CEDEFOP.

It was conceived for manual application, taking into account, however, the prerequisites for later computerization. Computerization can save much of the time and effort spent on organizational and administrative work still to a large extent being carried out conventionally and on paper. It also facilitates the co-ordination of terminological as well as information/documentation activities of CEDEFOP.

Terminology and terminographic work is never an end in itself, but one of a number of prerequisites for specialists collaborating in joint projects in order to establish common ground for communicating in a given subject and to produce results (e.g. reports, laws, regulations, guidelines, studies, etc.) which can be clearly understood by a wide range of specialists and non-specialists alike. Terminology work, therefore, often serves as a starting point in joint projects.

Although frequently considered negligible and an activity

of minor status, it usually helps saving much time and to considerably upgrade results.

Experience has proved repeatedly that linguistic-lexicographical information does not meet the needs of subject specialists, whose work has to meet scientific requirements. Adequate preparation, as well as co-ordination of terminology work by terminographers can, however, greatly facilitate the actual terminology work carried out by subject specialists. It is therefore advisable to combine the advantages of terminographical co-ordination (to be done by terminographers) with the advantages of terminology work (to be done by specialists of the field in question). In a multilingual environment, other types of experts involved, such as translators and interpreters, can also contribute to the terminological knowledge necessary for the performance of their work. The outcome of this joint effort will be high-quality and multifunctional terminological information.

Terminology work according to the method outlined in this document could prepare the basis for a comprehensive information system in the field of vocational training, as well as support the entire range of CEDEFOP activities and services. If computerized, it would represent an efficient information and knowledge management system facilitating in-house activities as well as services rendered upon demand.

2 The method

This method comprises terminological and terminographical principles (see 2.1.2.) as well as proposals for the organization of terminology work (see 2.2) which have also proved useful in related fields of application with regard to the following:

- good cost-benefit ratio;
- efficient and speedy completion of projects;
- high-quality requirements;
- co-ordinating efforts of several types of collaborators;
- orientation towards practical application.

While the fundamentals of this method are of a universal nature, the proposals for the organization of the work have largely been adapted to the needs of CEDEFOP.

Based on the experience with terminological activities at national and international level, this method recommends the use of a unified format (see 2.4 and chapter 4), well-defined procedures (see chapter 3) as well as a decentralized approach to terminology work by subject specialists or groups of specialists supported by terminographers, interpreters, translators, documentalists and the secretariat (see Annex 3). The various activities would be centrally co-ordinated by CEDEFOP resulting in high-quality multifunctional terminological records after several stages of preparation.

2.1 Fundamentals

2.1.1 Explanation of basic concepts

concept: mental construct representing objects* of the inner or outer world by way of a more or less arbitrary abstraction.

definition: description of the intension or extension of a concept integrated in a concept system.

intension: aggregate of characteristics of a concept.

extension: aggregate of subordinate concepts being on the same level of abstraction pertaining to the concept in question or of objects being part of the concept in question.

characteristic: thought element which is derived by abstraction from the qualities of an object.

relationship of concepts: similarity of the intension of concepts (logical relationship) or the collocation of objects in space or time (indirect relationship of their concepts).

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* object: any phenomenon of the outer or inner world, which is (or can be) perceived by man at a given moment.

controlled concept dynamics; concept group dynamics:

dynamics of a concept integrated in a group of concepts corresponding to one another in several languages in such a way that they have a core intension in common, which can be influenced by the dynamics of individual members of the group of concepts.

NOTE: Therefore any addition or reduction of characterististics of a concept belonging to such a group of concepts has repercussions on other concepts as well as on the group of concepts as a whole, which has to be taken into account.

2.1.2 Terminological principles

The following is a selection of principles which are relevant for CEDEFOP terminology work:

2.1.2.1 Prevalence of the concept

The concept is the starting point of terminology work carried out by subject specialists as well as of terminographical work carried out by terminographers.*

Any terminology work should start from concepts, i.e. from definitions or explanations. The human mind forms concepts from objects which are imagined or perceived by the senses, and which represent segments of the reality.

* see footnote p. 6

2.1.2.2 Principles for forming terms

(1) Requirements to be met by terms

Terms should be:

- accurate
- concise
- easily spelt and pronounced
- be linguistically correct

and

- should allow the easy formation of derivatives.

In standards and standard-like documents, a term should, if possible, additionally be:

- monosemous, and at the same time mononymous (DE "eineindeutig")
- a member of a term system.

If these requirements cannot be met simultaneously, then the requirements to be given priority should be carefully determined.

(2) Assignment term - concept and vice versa

There are the following basic possibilities of assignments term-concept (see Annex 1).:

- monosemy
- monosemy, and at the same time mononymy (DE "Eineindeutigkeit")
- plurivalence (homonymy and polysemy)
- synonymy (and quasi-synonymy).

While in linguistics word content and word form are regarded as a unit, in terminology concept and designation

(e.g. term, symbol, abbreviation) are distinct entities. Together they form a terminological unit. A permanent assignment concept - term, which is necessary for communication, is either given by linguistic usage or is established deliberately in the form of a decision taken by individuals or specialists in terminology commissions.

It follows from this that two types of terminology work exist:

- descriptive terminology work
- prescriptive terminology work.

The task of descriptive terminology work is to examine the existing assignments of terms to concepts in the various subject fields and to investigate the relationships of the concepts concerned. Descriptive terminology work is a valuable preliminary stage of prescriptive terminology work.

Since uncontrolled development of terminologies gives rise to contradictions and inconsistencies in terminology, which would ultimately lead to a chaotic situation in communication, regulatory measures in terminology are necessary - particularly in science and technology. Such regulatory measures aim at harmonization and unambiguity or at least at a comparability of the terminology of the subject field in question. Terminology commissions and standardizing bodies are by definition concerned with prescriptive terminology work. CEDEFOP terminology work will cover - depending on the project in question - the whole range

between descriptive and prescriptive terminology work.

(3) Avoidance of ambiguities (disambiguation)

In special languages the main effort is directed toward unambiguity. This guarantees smooth communication between specialists and transfer of knowledge in education. It avoids misunderstandings and errors. Communication, however, is only possible if a term is permanently assigned to a concept, or vice versa, in an unambiguous way. In reality, however, the phenomena of plurivalence and change of meaning are quite common and have to be coped with.

a) Plurivalence (polysemy or homonymy)

The plurivalence of a term gives rise to confusion only if two conditions occur at the same time:

- if the concurrent meanings resemble each other;
- if the concurrent meanings frequently occur within the same context; for example, if they belong to the same subject field or even to the same part of a subject field.

In such a case, different terms should be found to express the respective meanings of the ambiguous term.

b) Changes in meaning

It is particularly difficult to detect changes in meaning and their general acceptance. In most cases such a change will merely give rise to ambiguous terms. It is preferable to introduce new terms to denote new concepts. If, in the course of the development of knowledge, a technical or scientific term changes its mean-

ing, then the new intension of the concept associated with this term should be carefully and exactly defined. If, nonetheless, the term still leads to confusion, a new term should be sought.

(4) Avoidance of synonymy

Synonyms cause confusion and give rise to the false impression that more than one concept exists. For this reason they should be avoided in special languages. Specialized communication demands clarity rather than variety. (On the other hand, as synonyms do exist, they have to be recorded in terminography.)

(5) Adherence to established usage

Once a term or concept has been generally accepted, it should not be changed without cogent reasons and without reasonable prospects of acceptance of the change. In the absence of general acceptance, divergencies in usage would emerge, leading to new synonyms or ambiguous terms. No mean amount of time and effort is required to introduce modifications, a fact which should be borne in mind.

(6) Formation of derivatives

If a new term is needed, it should - whenever possible - be constructed in such a way as to allow derivatives.

EXAMPLES:

alcohol - alcoholic, alcoholism, alcoholize

vs. spirit - spirituous (only one derivative)

(7) Correspondence with the definition or explanation

The term should be composed of the most significant characteristic(s) of the concept to be designated. It should not contain elements which contradict the definition. Complex terms may be considered equivalent to abridged definitions. They, of course, need not necessarily include each constituent of a combination of characteristics shown in the definition, but only those necessary to distinguish the concept in question from related concepts.

The principles to be followed in forming a complex term therefore reflect, above all, those governing the formation of definitions and of concepts.

(8) Transliteration

The necessity can arise in terminological work to represent words written in one alphabet by means of another. In this case it is advisable to use the systems of transliteration recommended by ISO (e.g. ISO R 843 "International system for the transliteration of Greek characters into Latin characters").

2.1.3 Equivalency or near equivalency

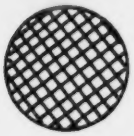
Equivalency or near-equivalency can exist:

- between synonyms (i.e. two or more terms of the same language are synonymous or quasi-synonymous with the record concept);

- between terms in different languages, which represent the same concept or nearly the same concept.

The degree of equivalency (or synonymity) can be indicated by lexicographical symbols.

(1) Degree of equivalency between two concepts represented by terms of different languages (or degree of synonymity between concepts represented by synonyms or quasi-synonyms)

degree of equivalency (degree of synonymity)	lexicographical symbol	explanation
	=	The equivalent term (or synonym) represents exactly the record concept.
	≈	The nearly equivalent term (or quasi-synonym) represents the record concept nearly completely.
	<	The concept represented by the nearly equivalent term (or quasi-synonym) is slightly broader than the record concept. The differences can be gathered from the characteristics in the definition (nearly equivalent terms) or by a note concerning the description of the concept (quasi-synonym).
	>	The concept represented by the nearly equivalent term (or quasi-synonym) is slightly narrower than the record concept. The differences can be gathered from the characteristics in the definition (nearly equivalent terms), or by a note concerning the description of the concept (quasi-synonym).

$\times$ Overlap: The concept represented by the nearly equivalent term (or quasi-synonym) is broader than the record concept

\+ by the characteristics a, b, ...

\- and narrower than the record concept by the characteristics x, y, ...

(2) Non-equivalence between different record concepts

$\neq$ In cases of homonymy or polysemy it is advisable to mark the non-equivalence of the concept in question with regard to another concept (e.g. represented by a similar term).

2.2 Terminology work and its co-ordination

2.2.1 Decentralized terminology work

The advantages of decentralized terminology work lie mainly in the saving of funds and in qualitative improvement for every individual project. All collaborators in a project contribute those parts of the work for which they are best fitted.

Since decentralized terminology work - as any terminological work - tends to be time-consuming, measures have to be taken to assist the specialists (which is the role of the terminographer) and to speed up the whole process (by well-organized central co-ordination).

2.2.2 Division of work and functions

In order to have every collaborator contribute those parts of the terminology work for which he/she is best fitted by his/her professional experience, it is recommended to provide for a division of functions as well as of labour.

The functions should be divided basically into those of terminology work which have to be carried out by subject specialists and those of terminographical assistance by

- translators
- interpreters

- documentation and library staff
- secretarial assistance.

Terminology work should be divided so that each individual collaborator is responsible for a limited portion of the respective project, which he/she can perform with relative ease and speed. There should, however, be at least one terminographer to co-ordinate the terminological activities. He/she could perform various tasks, e.g.

- provide the specialists with a first dossier of pertinent terminological data and information;
- serve as an interface between documentation and translation;
- help the translators;
- record and harmonize all terminological data received from specialists, interpreters, translators, etc.

He/she should assist the specialists in their terminology work, the translators and interpreters in their language mediation and the project secretariat in the administration.

This system would also allow for an optimal management of texts in the course of the preparation of documents by the subject specialists.

Among the specialists the work can be divided

(a) into a limited number of related concepts for each individual (or small team of experts);

(b) according to the mother tongues represented among the collaborators;

(c) depending upon the type and objectives of the project.

2.2.3 Terminology co-ordination by CEDEFOP

Terminology co-ordination (through one or more persons functioning as terminographers) ensures that

- basic data and information are provided to each specialist as a starting point for his work;
- further specialists willing to co-operate are recorded as potential sources;
- data and information are circulated among the collaborating specialists in a systematic way;
- quality control with regard to formal aspects is secured;

and in general that

- everything is done to relieve the specialists from all, or at least most, of the non-conceptual part of the work;
- everybody involved in the project is supported terminologically.

This co-ordination work embraces the close collaboration of:

- a terminographer (responsible for terminography);
- the secretariat (responsible for the management of the project);
- a documentalist (responsible for documentation);
- the language mediators.

A documentalist managing the documentation, information services as well as the terminology documentation should ideally support the terminographer, the specialists and the secretariat upon demand. The feedback from the specialists in return would supplement the documentation and ultimately result in high-quality information services.

2.2.4 Stages of terminology work

The stages of terminology work carried out according to this method comprise:

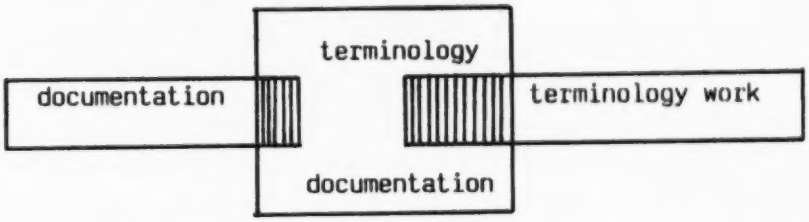
(1) initial terminology research (by terminographer(s) or the specialists themselves);
(2) terminology work by specialists in different countries co-ordinated by the terminographer(s);
(3) harmonization of the different language sub-records of every concept;
(4) structuring of the concepts into systems of concepts or at least into groups of concepts.

These stages as well as the tasks involved herein are outlined in chapter 3 "Organization and procedure".

2.3 Close link between terminology work and documentation

The terminographer should take care of the close link between terminology work, terminology documentation and general documentation so that no discrepancies or conflicts arise between these aspects of work. General documentation is a basic service of CEDEFOP and a necessary infrastructural tool to back up all its activities and services. This documentation provides valuable sources for terminological data and information. It could already provide the symbols for coding the sources so that tedious repetition of bibliographic data can be avoided. The terminographer should screen the sources and extracts terminological data (terms, definitions, illustrations, etc.) as well as information (contexts, names of institutions or specialists, etc.), which are necessary to

- organize a particular project;
- provide the collaborating specialists with a terminological dossier.



Terminological data and information being provided by the specialists should be recorded - if necessary - by the terminographer, thus enlarging the wealth of information of terminology documentation as well as of documentation itself.

2.4 Terminological forms

High-quality terminology work results in a terminological record, which is the basic element of a terminological card file (if carried out in conventional form), or of a terminological data bank (if computerized). For each stage of preparation of a terminological record one or several forms (worksheets) are required in order to facilitate the preparation of the final concept record as well as the co-ordination of the tasks involved in the preparation. The terminological record - and of course, the various forms, too - are based on the terminological format (see chapter 4), which consists of a set of unified terminographical data categories.

2.4.1 The forms (slips/cards and worksheets)

In the past, conventional terminology work by subject specialists or terminographers comprised the utilization of forms as described hereunder in the course of 4 stages.

Stage 1: research on the state-of-the-art by the terminographers

(1) location slip (card for recording extracted terms, contexts, definitions, explanations, etc. - every text passage in every language is recorded on one card each);

(2) illustration slip (catalogue card for the recording of other means of concept representation - in principle it is the same as the location slip and

shall be integrated with the location slips in one catalogue);

(3) term reference slip (catalogue card containing all references on one term and the source codes - first step of computerization);

(4) research form (worksheet prepared by the terminographer and containing several kinds of terminological information for a concept in one language - and if applicable for each country - such as terms and synonyms, contexts, definitions, explanations, etc., together with symbols indicating the source).

Stage 2: first stage of terminology work by specialists (resulting in 'working concept records').

(5) discussion form (worksheet in which the appropriate term - and synonyms, if applicable - and the characteristics of the concept in each language are recorded).

Stage 3: second stage of terminology work by specialists (resulting in 'consolidated concept records').

(6) equivalency form (worksheet to record the equivalency between the terms in the different languages and the record concept; the relationships of the record concept, viz. superordinate or broader concepts, subordinate (narrower) concepts, co-ordinate concepts are also recorded).

Stage 4: final stage of terminology unification

(7) definition form (worksheet for the recording of a definition and/or explanations, contexts, etc. - according to certain basic rules).

No forms are required for the structuring of concepts into small systems of concepts as far as possible according to one or only a few types of representation of systems of concepts. Some stages can be repeated, if necessary, for the discussion and exchange of information.

With a view to computerization the number of forms necessary, as well as the layout of forms, changes considerably. Forms also differ very much according to the professional skills of those involved in the project (as proposed for CEDEFOP, see Annex 3). All forms, however, must be based on the unified terminological format, which is described in chapter 4 (see also Annex 3.2). Discussions at CEDEFOP resulted in a proposal for unified recording forms, the most comprehensive of which (see Annex 3.1) fulfills all the functions of the slips and forms of the above-mentioned four stages. Working rules must be prepared to secure the reliability of terminological information at any stage of the project-related terminology work of CEDEFOP.

For the preparation of the neatly typed final versions of the records, as well as for the purpose of publishing the terminological information, the application of lexicographical symbols according to the International Standard ISO 1951 "Lexicographical Symbols - particularly for use in classified defining vocabularies" is recommended.

2.4.2 The application of international standards

In order to have terminological data readily available for internal use as well as for external services, it is advisable to establish and follow well-defined procedures when recording the data. In the course of computerization it is recommended to consult computer specialists and terminographers before final decisions are taken on the recording procedures and layout forms. For the design of the forms, the recording of terminological data and information as well as for the subsequent processing and exchange of terminological data the standards of the International Organization for Standardization (ISO) should be applied whenever possible.

3 Organization and procedure

After the topic and scope of a terminology project to be organized and co-ordinated by CEDEFOP have been decided, the following procedure is recommended. The unified worksheet proposed for CEDEFOP (see Annex 3.2) can be used as provisional worksheet, comprehensive worksheet, revised comprehensive worksheet and unified concept worksheet. It is supplemented by other worksheets and forms for specific purposes (see Annexes 3.3 to 3.5).

3.1 Initial terminology research

A terminographer assisted by the project secretariat and supported by a documentalist collects all terminological information available to him/her which pertains to the project. Depending on the type of project and the way of its organization, this task can be performed also by the subject specialists involved. The information thus gained is recorded on provisional worksheets (comparable to the research forms in traditional terminology work) and filed appropriately.

In the course of the implementation of the project the terminographer compiles a file of provisional worksheets for each concept which he/she can identify. When every concept file is evaluated, the terminological data are recorded on a comprehensive worksheet (part of which can be translated into other languages - if requested by the specialists), which is circulated by CEDEFOP among the collaborating specialists with the request to add information and complete the data within a certain time (deadline!). This comprehensive worksheet is comparable to the discussion form of traditional terminology work. If computerized, the data of the comprehensive worksheet would become a 'working concept record' for each concept.

The aim at this stage is to find in a free concept development the right moment for harmonizing the terminology (i.e. record the terms and the concepts represented by

them according to the unified data categories outlined in chapter 4).

3.2 Determination of equivalency or near-equivalency

The comprehensive worksheets are re-typed and - if necessary - translated and circulated by CEDEFOP among the collaborating specialists with the request to check the results and to

- complete the comprehensive worksheet within a certain period of time (deadline!);
- check the degrees of synonymity and equivalency.

A computer system provided with a terminological data bank software in combination with a documentation and office automation software would considerably facilitate the work at this stage.

An effective communication in different languages is only possible if the concepts in these languages are made comparable. When comparing concepts in different languages, it is usually found that these concepts do not coincide completely. Sometimes it may be difficult to decide whether terms in two different languages still represent the same or nearly the same concept. Ultimately a completely unified terminology in two or more languages can only be achieved through unification and harmonization.

For the definition of a concept according to this method

the (directly) superordinate concept (generic or partive) is the starting point to which the restricting or additional characteristics have to be added. (For an explanation a broader concept not necessarily being the superordinate concept is the starting point). The characteristics belonging to the concept are either listed or formulated as a definition (or explanation). The systemic approach of this method, however, also requires the recording of the relationships of concepts. The main (logical and ontological) relationships between the record concepts and

- the (directly) superordinate concept and
- the (directly) subordinate concepts as well as
- the co-ordinate concepts (i.e. concepts of the same level of abstraction falling under the same superordinate concept)

should be recorded. Depending upon the sophistication of a computerized terminology documentation system, the links to the subordinate concepts as well as to the co-ordinate concepts can be generated by the computer.

3.3 Intermediate results

A meeting of the collaborating specialists together with their co-ordinating terminographer and secretarial assistance should be convened in order to discuss the results obtained, to amend and revise - if necessary - and to approve the revised comprehensive worksheets and submit the results to CEDEFOP for further processing and publication.

The terminographer puts the terminographical data, which can be considered as a consolidated record at this stage, into the terminographical record layout decided upon or required by the project. At this stage the revised comprehensive worksheets can be also taken as worksheets for the input of 'consolidated concept records' into a terminological data bank. Terminology work has now reached stage 3 of traditional terminology work.

The terminological entries obtained so far could be put to discussion in CEDEFOP publications, in order to ensure that, on the one hand, a large number of experts take part in the concept formation process and, on the other hand, that they accept the concept and the term assigned to it. In such a way a terminology evolves, which can be proposed by CEDEFOP as authority in the field of vocational training.

3.4 Unification

If deemed necessary, useful or practicable unified concept records can be prepared by an editing group organized and co-ordinated by CEDEFOP, which provides definitions (and explanations as well as other means of concept representation and - if considered necessary - additional information).

Unification of concepts requires an identity of the intensions (and/or extensions) of the concepts in question. The definitions in all languages applied have to include

the same characteristics, though the text pattern may be different owing to linguistic peculiarities. The definitions are recorded on the unified concept worksheet (comparable to the definition form of traditional terminology work) which can be taken as input forms for the input of 'unified concept records' into the terminological data bank.

If deemed necessary, useful or practicable, the above mentioned editing group could also structure the concepts into small systems of concepts to be added to a publication of the terminological data by CEDEFOP.

4 The terminological record

The result of the terminological work organized and coordinated by CEDEFOP will be a set of terminological data (supplemented by associated data necessary for file management or computer processing) for every concept. This set of data is recorded according to unified data categories, which together constitute the terminological format.

The terminological record (working concept record, consolidated concept record and unified concept record) is the basic unit for the recording of data in terminology work. Representing the terminological format, it consists of structured terminological data supplemented by associated data. Every terminological record is related to a single

concept. Terminological records are interlinked to reflect the relations between the concepts within a given system of concepts.

The terminology of a particular subject field or its subfield is represented by a certain number of such records. All information pertaining to a concept, including its relationships to other concepts, can thus be recorded (and stored in a computer) in order to be available for further processing and retrieval. With the increasing need for scientific terminography a more refined description of the concepts, including the relationship(s) between concepts, the correspondence between concepts and terms as well as the representation of systems of concepts will be necessary and more appropriate terminographical and lexicographical tools will be developed.

In this method, data categories have been selected with due consideration of CEDEFOP's needs. These data categories have been subdivided into a basic set (underlined in the table of data categories; see 4.3), which have to be covered in any case, and an extended set of data elements (which can be modified or further extended if necessary, in order to satisfy more specific user needs).

Adoption of this method will establish a common basis for terminology work and considerably facilitate the interchange of terminological records among user groups within the scope of activities of CEDEFOP. The unification of terminological data elements proposed here also implies

a unified use of lexicographical signs and symbols, spelling of terms etc.

4.1 Terminographical data categories

Terminographical data categories can be subdivided into terminological data categories and associated data categories. Both types of data categories can be subdivided into mandatory and optional data categories. The latter are to be qualified as important or marginal for a particular user group.

4.1.1 Terminological data

Terminological data are directly related to the concept (i.e. its description, the terms representing it and its relationships to other concepts). The mandatory data categories are considered to be the minimum requirement for the description of a concept. If necessary, further important or optional data elements can be supplemented. This means that for specific applications and for internal use additional categories can be included in the record.

4.1.2 Associated data

The associated data provide the additional information necessary for the handling and/or processing of the whole

or parts of a terminological record. Associated data can be subdivided into mandatory data and optional (important or marginal) data categories.

4.2 Repeatability and combination of data categories

The following list of terminographical data categories is based upon the "Guidelines for the recording of terminological data".

List of data categories showing possibile combinations of data categories within a terminological record

Data category	1*	2*	3*
Main entry term	x	x	x
Conversion			
Variant (of term)	x	x	x
Abbreviation/short form (of the term)	x	x	x
Full form (of the term)	x	x	x
International scientific term		x	x
Synonym(s) (including note on synonymity)	x	x	x
Antonym	x		
Term element	x		
Definition		x	x
Explanation	x	x	x
Context(s)	x	x	
Other representation of concept	x	x	x
Degree of equivalency			
Classification	x	x	x

* 1 Repeatability within language
  2 Source has to be given
  3 Date of recording has to be given

Data category	1*	2*	3*
Concept identifier			x
Superordinate concept (generic or partitive)		x	
Broader concept (generic or partitive)		x	
Subordinate concept(s) (generic or partitive)	x	x	
Co-ordinate concept(s)	x	x	
Other related concept(s)	x	x	
Source symbol	x		
Keyword(s)	x		
Geographical restriction	x		
Other restrictions	x		
Status	x		
Reliability symbol			
Language symbol			
Identification number			
Responsible person/institution			
Date of recording			

This list is to be considered open-ended and can be extended to accommodate particular requirements. Mandatory data categories are underlined.

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* see footnote p. 39

4.2.1 Repeatability

Repeatability in a terminological record refers to the phenomenon that certain data categories can occur several times at a certain structural position in a given record. There are two different kinds of repeatability

- repeatability by language

and

- repeatability within a language

(1) In a multilingual terminological data bank every data element is repeatable by language, except for:
- international scientific term
- classification
- concept identifier
- reliability code

(and where applicable
- responsibility code
- date of record).

Therefore, as a rule, these need not have a language code assigned to them.

In the case of data elements repeatable by language, the language code indicates the language to which it applies. The indication of language can, however, be implicit in the structure of a record.

(2) Repeatability within a language is indicated in the preceding list of data categories (see pages 39-40).

Status, for instance, is repeatable within a language. It should e.g. be used with every synonym, etc.

Reliability symbol could also be repeatable (by and within a language) if applied to various parts of the terminological record.

4.2.2 Possible combinations of data categories

With the exception of the record identifier more or less all data elements can be combined with some, many or most of the other data elements of a terminological record, depending on the system. The preceding list gives an overview of the possibilities of combination and/or grouping of data categories as well as their repeatability within a terminological record. This list is not exhaustive and there may be exceptions according to the individual system applied.

Some combinations occur either with more or less all or only with a few data elements. Besides that there are groups of data categories that can be combined with certain data categories.

- Status, geographical restriction and other restrictions, for instance, can apply to term, conversion, variant (of term), abbreviation/short form, full form and synonym.

- The responsible person/institution as a rule applies to the whole or certain parts of a record. However - depending on the system - it could apply also to most of the individual data elements.
- The source symbol in exceptional cases could also apply to concept identifier, status or degree of equivalency.

5 Further recommendations

A decision should be taken as to whether a card file should be established at first, or whether the recording should be assisted by computer from the very beginning.

As regards its terminological activities, CEDEFOP should prepare:

- a description of procedure (for the co-ordinating terminographers);
- simple guidelines for terminology work (for the co-operating specialists);
- a set of forms for the recording and circulating of the terminological (as well as associated) data.

In order to support CEDEFOP's terminological projects , it would be necessary to train

- the terminographer(s) (and probably a documentalist, too) of CEDEFOP;
- the collaborating specialists (at least some of them).

A periodic re-training of the terminographer(s) at CEDEFOP could prove to be useful.

6 Concluding remarks

Only a method aiming at the arrangement of concepts within concept systems offers the following possibilities:

- a real and valid comparison between concepts in several languages:
- an unhampered flow of terminological and factual information;
- "unpolluted" communication within the framework of CEDEFOP;
- optimal support for the administration of projects as well as for translation, preparation and handling of specialized texts; and ultimately
- linguistic access to information systems and knowledge banks.

Such a method first investigates terminology usage and finally leads to consolidated terminologies. A thorough application of the method mentioned above, however, implies a certain expenditure of time on the part of subject specialists working on projects clarifying subject matters of their respective subject fields. The method for controlled concept dynamics was designed so that it yields results which meet the requirements of subject and information specialists as well as language mediators, while a

justifiable expenditure of time and money is employed.

The terminological data obtained by applying this method are of high quality and multifunctional. The terminology file or terminology data bank therefore can be applied to support office automation, project management, the preparation of documents as well as language mediation within the framework of CEDEFOP and other organizations with similar tasks and activities. Besides creating a terminological data bank in the field of vocational training, these data can be used as a basis for running a highly sophisticated information service, as well as serve as the core element for knowledge banks even in fields of activity belonging to the so-called "soft" sciences, which require highly flexible systems of concepts.

Annex 1

Assignment term - concept

There are the following possibilities of assigment term - concept:

(1) monosemy
(2) monosemy, and at the same time mononymy
(3) plurivalence
(4) homonymy
(5) polysemy
(6) synonymy
(7) quasi-synonymy
(8) mononymy

1 Monosemy

Monosemy is a term - concept assignment, in which one concept only is assigned to a term.

2 Monosemy, and at the same time mononymy

Unambiguity in communication would require monosemy and at the same time mononymy (DE "Eineindeutigkeit"), i.e. a term - concept assignment, in which one concept only is assigned to one term and one term only to the concept in question.

The number of roots and affixes in each language, however, which can be used as word elements for the formation of terms, is very small in relation to the number of concepts

which already exist in each subject field, and which is increasing at an enormous rate. This is the reason why monosemy, and at the same time mononymy, in the strict sense, can hardly be achieved in terminology, though it would be the most appropriate method of harmonization and standardization of terminologies.

For reasons of language economy, however, the requirement that a term is unambiguous in a definite context, is to be met in terminology.

3 Plurivalence

Plurivalence is a term - concept assignment, in which identical terms are assigned to several concepts. Plurivalence can appear as homonymy or polysemy.

4 Homonymy

Homonymy is a term - concept assignment, in which identical terms are assigned to different concepts which are independent of one another. Homonymy can be divided into homophony (the same phonic form alone) and homography (the same written form alone) or both (full homonyms).

EXAMPLES:

- for homographs (the same written form):
  tear (verb) - tear (noun)
- for homophones (the same phonic form):
  sun - son

Homonyms can originate by chance, such as in:

arm (weapon) - arm (part of body)

or by transfer of meaning (polysemes), when a term is borrowed from a different subject field and adopts an additional meaning:

wing (zoology) - wing (aircraft technology)

or by different combinations of term elements to terminological units.

EXAMPLE:

rubber-shoe sole - rubber shoe-sole

Usually the word homonym is used only in a restricted sense for homonyms originating by chance. Homonyms originating by transfer of meaning are called polysemes. A special case of homonyms originated by transfer of meaning are the vertical-series homonyms. These are homonyms of which one is a genus and the other one a species, or of which one is a whole and the other one a part thereof.

EXAMPLE:

for genus - species homonyms:

screw^{I} (external or internal) - screw^{II} (external)

for whole - part homonyms:

thread^{A} (totality of the ridges of a screw) - thread^{B} (one ridge)

5 Polysemy

Polysemy is a term - concept assignment, in which identi-

cal terms of the same language are assigned to different concepts, which are semantically or etymologically connected.

6 Synonymy

Synonymy is a term - concept assignment, in which two or more different terms in the same language are assigned to one concept.

The reasons for the existence of synonyms is mostly the use of equivalent or different characteristics in the process of term formation, or a parallel use of terms of different origin, such as:

- a parallel use of a native term with an international term:
  EXAMPLE: matter = substance
- a parallel use of a native term and a borrowed term:
  EXAMPLE: writing desk = bureau
- parallel use of the name of a discoverer (inventor etc.) and an intrinsic (or extrinsic) characteristic as term element:
  EXAMPLE: Johnson effect = heat effect
- parallel use of a term and a symbol (in physics, chemistry etc.) or abbreviation:
  EXAMPLES: - water = H_2O
  - resistance = R
- parallel use of a trade name and a scientific term or a symbol:

EXAMPLE: aspirin (trade) = acetylsalicylic acid

= $C_9H_8O_4$

- parallel use of a general and a scientific term:

EXAMPLE: headache = cephalgia

It is a great disadvantage in communication if a machine component, an illness, a drug etc. has several names within one field of specialization. Synonymy burdens the memory and gives the appearance as if two (or more) concepts were involved.

7 Quasi-synonymy

If the subject meanings of two synonyms differ slightly, this can be due to the fact that one meaning is superordinated to the other one (vertical series synonyms) or the meanings intersect. In this case the synonyms are called quasi-synonyms.

EXAMPLE for vertical series synonyms:

education - instruction

SYNONYMS WITH CONNOTATION

Two synonyms can have the same subject meaning, the connotation however causes a differentiation. This comprises also terms expressing a different style (e.g. standard technical language, colloqualism).

EXAMPLES:

common salt - sodium chlorid

telephone - phone

8 Mononymy

Mononymy is a term - concept assignment, in which one term only is assigned to a concept.

In terminology standardization, the requirement of mononymy has to be observed. In descriptive terminology, and particularly in non-technical subject fields, however, strict terminology standardization cannot be applied.

Annex 2

Terminographical data categories (terminological data and associated data)

The data categories (including some of the examples) listed here are selected from the "Guidelines for the recording of terminological data". The examples show only one possibility of how the data element in question can be represented (in printed/typed form or on the VDU screen). The way, how every data element is presented in the various forms and layouts has to be decided upon by the applying institution according to its individual needs. A complete list of data categories necessary for project related terminology work by CEDEFOP is given in Annex 3.

1 Terminological data

1.1 Terminological data - mandatory data categories

main entry term (ME): term in a given language representing the record concept.

EXAMPLES: (single word as term) - escalator
(word group as term) - real traffic volume

NOTE: If a different kind of entry item, such as a phraseological unit, is used (e.g. for translation purposes) instead of a main entry term, it has to be distinguished from the concept records.

short form; abbreviation (SF - to main entry term or synonym): acronym, initialism or abbreviation.
EXAMPLES for acronym: 'radwaste' for 'radioactive waste'
for initialism: 'LASER' for 'light amplification by stimulated emission of radiation'
for abbreviation: 'afme' for 'airframe'

full form (FF - to main entry term or synonym): the unabbreviated form of a main entry term in abbreviated form.
EXAMPLE: 'radio detection and ranging' for 'radar'

definition (DEF): verbal description of a concept by determination of the intension or extension of the concept concerned with reference to a concept system.
NOTE: A definition has also to be a clear determination of the place that the concept concerned takes within the system of concepts.
If the concept concerned cannot be defined, it should at least be explained (see explanation p. 56). Definition is repeatable by language. If explanations are accepted, they should be treated as a data category different from definition.
Guidelines for the elaboration of definitions and for the listing of characteristics should be established.

degree of equivalency (EQ): indication of the relative correspondence between the record concept and the same or nearly identical concept represented by a term in

another language of the same record.

EXAMPLE: EN machine tool
< FR machine outil
= DE Werkzeugmaschine
(record concept: machine for cutting and forming materials, EN machine tool: machine only for cutting materials)

synonym (SY): alternative term in the same language denoting the same concept.

NOTE: The degree of synonymity should always be indicated.

EXAMPLE (for synonym with indication of degree of synonymity):
device (ISO); = appliance (BS)

classification (CL): code indicating the subject field(s) or sub-field(s) to which the record concept belongs.

EXAMPLES (from SEDOC):
9-51.20 mason
3-31.05 accountant

NOTE: The same concept can belong to different subject fields or sub-fields within the same classification or two or more different classifications. Therefore this data category might become repeatable by language and within a language.

1.2 Terminological data - important and optional data categories

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phraseological unit (P): group of words exceeding the scope of a term.

EXAMPLE: to debug a programme

NOTE: If phraseological units are accepted for translation purposes in the terminological card file or system, they must be distinguished from the concept records.

variant (VA): alternative written representation of a term.

NOTE: There are spelling variants and orthographic variants.

EXAMPLE for spelling variant:

organization vs. organisation

EXAMPLE (for orthographic variant):

mark up vs. mark-up

term element: any significant constituent part of a term.

NOTE: Such elements can be used for statistical, retrieval or other purposes.

EXAMPLE: "Programmable unijunction transistor" offers the following significant constituents:

(1) programme, junction, transistor

(2) -able, uni-

explanation (EXP): any verbal description of a concept without exact determination of the intension or extension of the concept concerned and without reference to the concept system. (c.f. definition on p. 53)

EXAMPLE:

instruction: knowledge, information, etc. given or taught

(taken from Webster's New World Dictionary of the American language, College Edition, 1968.)

context (CTX): excerpt from a text, giving an example of the usage of a term (or phraseological unit - if applicable).

NOTE: The context can be a phraseological illustration of the term or a defining context of the concept or both. If no definition or explanation can be found at least a so-called defining context should be recorded. If necessary, different data categories can be assigned to the different types of context.

other representations of the concept: any non-verbal and language-independent representation of a concept.

NOTE: Other means of concept representation comprise, e.g., illustrations (ILL), tables (TAB), graphs (GRA), formulae (FOR), diagrams (DIA), figures (FIG), etc.

antonym (ANT): term representing a concept, whose intension as a whole is the complement of its (only) co-ordinate concept.

NOTE: The antonym in terminology is a special case of the terms for two co-ordinate concepts. This data category is specially useful for translation purposes.
EXAMPLE: 'public spending' vs. 'private consumption'

concept identifier: code identifying the place of the concept within a given system of concepts.
NOTE: This data category may also include the identification of the system of concepts. It can coincide with the data category "classification".

superordinate concept (SC): concept (represented by a term) immediately super-ordinate to the record concept.
NOTE: also called hyperonym. There are superordinate concepts generic and superordinate concepts partitive (see below).

superordinate concept generic (SCg): superordinate concept, whose intension is smaller than the record concept and which has a genus-species relationship to the latter.
EXAMPLE: vehicle (superordinate concept)
land vehicle (record concept)

superordinate concept partitive (SCp): superordinate concept referring to an object which is the whole of the object referred to by the record concept.
EXAMPLE: aeroplane (whole)
wing (part - record concept)

broader concept (BC): concept (represented by a term) more general than the record concept.

subordinate concept; narrower concept (NC): concept (represented by a term) more specific than the record concept.

NOTE: also called hyponym. There are subordinate concepts generic and subordinate concepts partitive (see below).

subordinate concept generic (NCg): subordinate concept referring to a concept whose intension has at least one more characteristic than the record concept and which has a genus-species (in fact a species-genus) relationship to the latter.

EXAMPLE: basic training (narrower concept)
vocational education (record concept)

subordinate concept partititve (NCp): subordinate concept referring to an object which is a part of the object referred to by the record concept

EXAMPLE: roof (part)
house (whole - record concept)

co-ordinate concept (CC): concept (represented by a term) at the same level of abstraction as the record concept and falling under the same superordinate concept.

EXAMPLE: (superordinate concept: vehicle)
co-ordinate concepts: land vehicle, aircraft

2 Associated data

2.1 Associated data - mandatory data categories

source symbol (SO): symbol used to identify the document (or specialist in exceptional cases) from which the terminological data recorded was obtained.

NOTE: The source can apply to the entire record or any part of it. Therefore it can be repeatable by language as well as within language.

The handling of sources (i.e. coding of bibliographic information in terminology work) needs unified guidelines.

record status: consolidated record (T - terminology file), not yet consolidated record (W - working file), phraseological unit (P - phraseology file).

language symbol (LS): symbol used to identify the language of a data element.

NOTE: For the purpose of CEDEFOP terminology work the language symbols according to the 'Vade-mecum for editors', part 2.2.1 p. 18 have to be applied.

Castellano	ES	Dansk	DA	Deutsch	DE
Ellinika	GR	English	EN	Français	FR
Italiano	IT	Nederlands	NL	Português	PT

identification number: one unique numerical identifier for each concept record.

responsible person/institution (for recording/revision): symbol used to identify the person or group of persons or an institution responsible for the creation, modification(s) or revision(s) of the record or of parts of it.

NOTE: It may also be used to identify revisors of the record, if no separate data category is assigned to this purpose.

date of recording: date of the recording or input of the record and/or of subsequent modification(s) or revision(s).

NOTE: This data element may be repeated to indicate successive updating(s) and if necessary be associated with any particular data element (e.g. to indicate its modification, revision, etc.).

project branch identifier (PR): code consisting of symbols indicating certain projects of CEDEFOP or another organization.

2.2 Associated data - important or optional data

keyword (KW): a word or group of words used for retrieval purposes.

NOTE: Keywords are different from terms. They offer an additional means of access to a terminological record. They can be used to structure various output. For the purpose of CEDEFOP terminology work the descriptors of the 'CEDEFOP multilingual thesaurus within the subject area of vocational training' can be applied.

authority symbol (§): symbol used to indicate the document of an organization/institution, which functions as authority in its field of activity and recommends or prescribes the use of a given data.

NOTE: Authority symbol and source symbol combined can form an authoritative source symbol. Usually the authority symbol applies to terms and definitions.

geographical restriction (GEO): indication of a national or regional usage of a data element.

NOTE: For the purpose of CEDEFOP terminology work the country code of the 'Vade-mecum for editors' part 3.1.1, p. 23 has to be applied:

Belgique/Belgie	B
Danmark	DK
Deutschland	D
Ellada	GR
España	E
France	F
Ireland	IRL
Italia	I
Luxembourg	L

Nederland	NL
Portugal	P
United Kingdom	UK

other restrictions: indication of any other (than geographical) usage restriction of a given data.

status: indication of the status of a data element.

NOTE: Status can indicate for instance whether a term is preferred, proposed (recommended, etc.), admitted or deprecated or whether it is a neologism. Status is repeatable within a language if applied to synonyms.

reliability symbol: symbol used to indicate the quality of the record or parts of it.

NOTE: Reliability code can be repeatable if applied to various parts of the terminological record. For instance, reliability code can be used to indicate the completeness of records, the state of revision or updating, etc.

Annex 3

Recording forms and the representation of terminographical data categories

Terminographical data categories comprise the terminological data categories (referring to the concept, its assigned terms, and other means of concept representation, the description of the concept, as well as to the system of concepts) and the associated data categories. They can also be subdivided into mandatory, optional (important and marginal) data categories (see Annex 3.2). For the purpose of designing the layouts for a terminological card file, the recording and input worksheets, VDU masks as well as output (retrieval or printout) layouts it proved useful to subdivide the data categories into those referring to the term (semiotic level), description of concept (conceptual level), system of concepts (the micro-structure of which is represented by the conceptual relationships, while the macrostructure is represented by the documentation languages, such as classifications and thesauri) and to the data handling and processing (see Annex 3.1).

Annex 3.1

Overview on terminographical data categories proposed to CEDEFOP

(1) Categories referring to the term (semiotic level)

main entry term	(ME)
short form/abbreviation to ME or SY	(SF)
full form to ME or SY	(FF)
synonym to ME	(SY)
degree of equivalency/synonymity	(EQ: =, ≈, >, < or ×)
variant to ME, FF or SY	(VA)
conversion	transcription or transliteration of terms in languages not written in Latin characters
note to term (ME, VA, SF, FF, SY)	(NOT) vs. REM(ark)
e.g.	
- antonym to ME	(ANT) only for translation purposes
- grammatical information	only if necessary for disambiguation
- homograph	only if necessary for disambiguation
- term elements	useful for the automatic generation of indexes by means of the computer

(2) Categories referring to the description of the concept

definition	(DEF)
explanation	(EXP)
context	(CTX)
other representation of the concept:	
- illustration	(ILL)
- table	(TAB)
- diagram	(DIA)
- formula	(FOR)
- graph	(GRA)
- figure	(FIG)
remark (on DEF, EXP, CTX or ILL, TAB, DIA, FOR, GRA, FIG)	(REM)

(3) Categories referring to the system of concepts and to pertinent knowledge

(microstructure:)		
superordinate concept	(SC)	generic/logical (g) or partitive/ ontological (p)
broader concept	(BC)	
subordinate (narrower) concept	(NC)	
co-ordinate concept	(CC)	
(macrostructure:)		
class(ification)	(CL)	(e.g. SEDOC and/or other)
keyword	(KW)	free indexing and/or descriptor (e.g. EUROVOC thesaurus)

(4) Categories referring to restrictions and other administrative categories

(restrictions:)

language symbol	(LS)
geographical restriction	(GEO)
authoritative/legal term or definition	(§)
status: (1) - neologism	(N)
- obsolete/abandoned term	(A)
(2) - preferred term	(+)
- admitted term	(o)
- deprecated term	(-)

other restrictions:

- sublanguage,	e.g. scientific slang
- in-house terminology	(IT)

(administrative data categories:)

identification number

record status:

- terminology file	(T) consolidated record
- working file	(W) not yet consolidated
- phraseology file	(P) phraseological unit
source symbol	(SO) bibliographic information in coded form
project branch identifier	(PR)

date of (first, last) recording/revision

responsible person/institution (for the recording/revision)

controlling person
(reliability symbol)

The draft worksheets of Annexes 3.2 to 3.5 were designed as a result of discussions with CEDEFOP staff members involved in terminological activities. They have to be tested in practice and revised, supplemented or reduced according to the experience gained in the test phase. Some of the data categories will not be mandatory to all groups of applicants or users of the worksheet. During the test phase it will become clear

- which data categories are necessary/useful for which group of users;
- which data categories (or data elements) are mandatory/ optional/important for which application or group of users;
- in which order data categories should be grouped on the worksheets;
- which data categories should be emphasized on the layout
- which fields should be ticked, completed, etc. by whom;
- how information should be presented in the various output forms (retrieval, printout, etc).

Other features of layout and questions of different representation of information for the various users are to be identified. At this stage an expert specialized in designing forms and worksheets should be called upon for designing the final layout of forms, worksheets, VDU masks, various forms of output, etc. If the layout is not user-friendly (which does not necessarily mean simple - even

complex matters can be presented seemingly uncomplicated, if well designed), it will constitute a major information and communication barrier, which - if worse comes to worst - could impede collaboration instead of facilitating it.

Annex 3.2

Basic terminographical worksheet

Unified worksheet comprising the functions of the provisional worksheet and comprehensive worksheet (see 3.1 of method), revised comprehensive worksheet (see 3.2 and 3.3 of method) and unified concept worksheet (see 3.4 of method). The data collected on the basis of this worksheet cover all information necessary for the project related terminology work of CEDEFOP.

Principles

1 For every concept one identifier (several forms comprising information on one concept in different languages get the same identification number).

2 Mandatory categories (in heavily-lined squares) must be completed (otherwise the data can only be recorded in the working file).

3 Complete "important" and "optional" categories only if information is readily available (or indispensable for disambiguation).

4 One worksheet each for
- every term (21) for a concept in combination with a description (36) of the concept

- every additional description (36) to a term (21) as above

5 Absolute minimum information to be completed on the worksheet:

- term (21, 27) in combination with either one of ME, VA, SF, FF or SY (and § if applicable) and either one of T (or TW if applicable) or P (or PW if applicable)
- language symbol (2)
- source (29) of term (21, 27) if different from (36)
- date of first recording (9) and symbol for responsible person (10)
- description (36) of concept represented by term (21, 27) (being either DEF, EXP, CTX, REM or other means of concept representation ILL, TAB, DIA, FOR, GRA, FIG)
- source (43) of description (36) (and of term 21/27, if source of term 29 is not different from 43)

6 Important information (important or optional data categories to be completed only if available/applicable, e.g.:

- geographical restriction (3) on language (2)
- degree of equivalency/synonymity (22)
- in-house terminology (23)
- status (24, 25): - (24) N = neologism,
  A = obsolete/abandoned term

- (25) + = preferred term,
  o = admitted term,
  - = deprecated term
- § = legal/authoritative term (tick 28),
  = legal/authoritative definition (tick 42),
  = legal/authoritative term and definition (tick 18)
- Source (29) of term if different from 43

(- date (32, 44) if different from (9)

- responsible person (33, 45) if different from (10)

7 The comprehensive worksheet can be revised several times, becoming the first, second, ... revised comprehensive worksheet.

8 If in a given subject sub-field it is difficult or not reasonable to formulate definitions, at least the characteristics of the concept (to be distinguished from properties and other pertinent information) should be listed in order to allow for a comparison of different concepts as well as for recognizing the degree of equivalency (synonymity) between equivalents (synonyms).

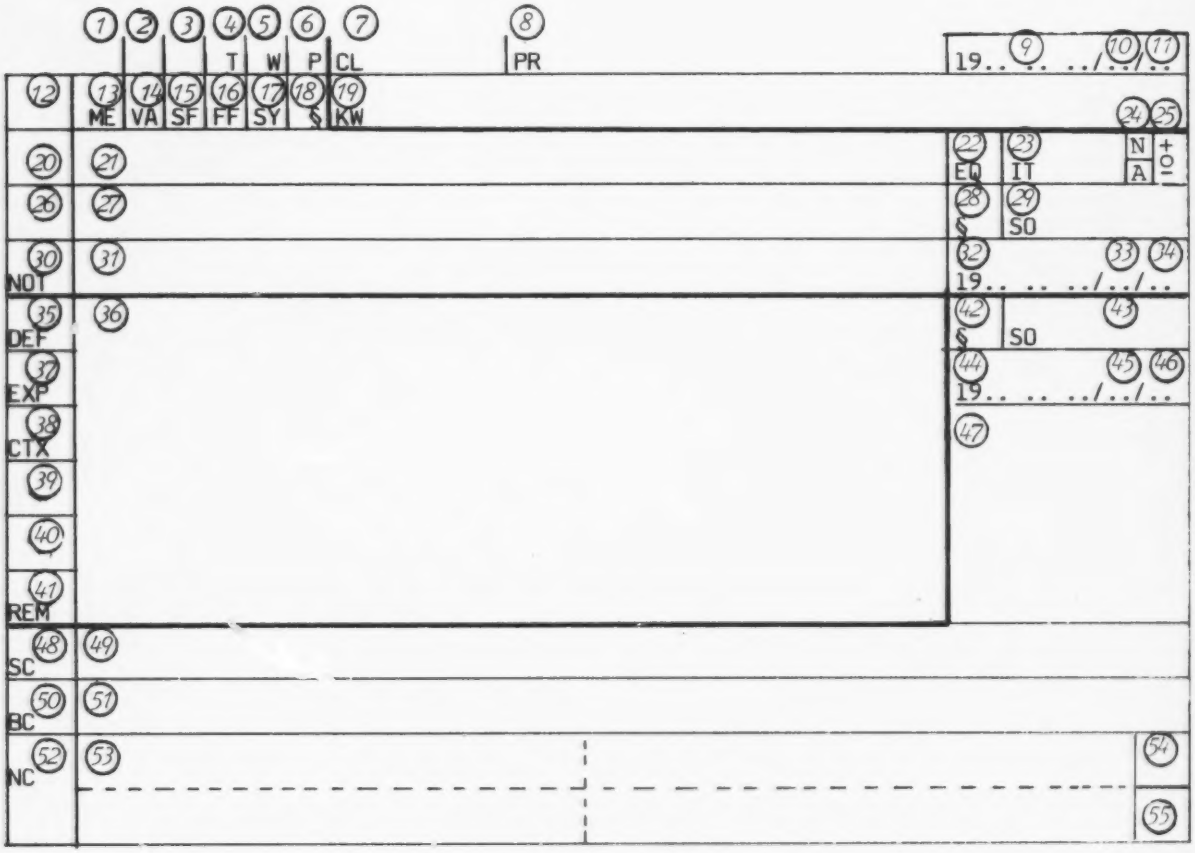
No.	Data category/element	Trans-lator	Termino-grapher	Remarks
1	identification number (1 for each entry)		mand.	for data management
2	(LS) language symbol: ES, DA, DE, GR, EN, FR, IT, NL, PT	mand.		
3	(GEO) geographical restriction: B, D, DK, E, F, GR, I, IRL, NL, P, UK	imp.	mand. →	if available
4	T = consolidated record (or language sub-record): main terminology file (tick)			one of these (or combination TW/PW) mandatory
5	W = not yet consolidated record (or language sub-record): working file (tick in combination with T or P)			
6	P = phraseological unit (tick)			
7	CL = classification (SEDOC or other)		mand.	for documentation
8	PR = project/branch identifier		mand.	for data management and documentation
9	date of first recording	mand.		
10	responsible person of first recording	mand.		
11	(control or open for later purposes)	opt.		
12	(open for later purposes)			
13	ME = main entry term (tick)			one to be ticked mandatory
14	VA = (orthographic or spelling) variant (tick)			
15	SF = short form (abbreviation) to ME or SY (tick)			
16	FF = full form to ME or SY (tick)			
17	SY = synonym to ME (tick)			
18	§ = legal/authoritative term and definition (tick)	imp.	mand. →	if available
19	KW = keyword (can also be proposed by translator) and/or descriptor	opt.	mand. →	for documentation
20	(open for later purposes)			
21/27	term (ME, VA, SF, FF, or SY)	mand.		

22	EQ = degree of equivalency (synonymity) (fill =, ≈, ⟩, ⟨ or ≍)	imp.	mand. →	if available
23	IT = In-house terminology (code)	imp.	mand. →	if available
24	Status (1): N = neologism, A = obsolete/abandoned term	imp.	mand. →	if available
25	Status (2): + = preferred term, o = admitted term, - = deprecated term	imp.		
26	(open for later purposes)			
28	§ = legal/authoritative term (tick)	imp.	mand. →	if available
29	SO = source to term (21/27) if different from (43)			
30/31	NOT = note to term (21/27) (e.g. grammatical information, different from ..., ANT = antonym, ...)		opt.	
32	Date of recording of term (only if added later or revised)		mand.	for data management
33	responsible person for (32) (if different from 10)		mand.	for data management
34	control/revisor of (33)		imp.	for data management
35	DEF = indication of definition in (36) (tick)	imp.		if description of concept (36) available, one must be ticked - one of DEF, EXP or CTX is mandatory
37	EXP = indication of explanation in (36) (tick)	opt.		
38	CTX = indication of (defining) context in (36) (tick)	imp.	opt.	
41/39	REM = remarks to (36) (tick) (e.g. EXP = example, ILL = illustration, etc.)			
40	(open for later purposes)			
36	description of concept (DEF, EXP, CTX) or REM = remark to description or any other representation of concept (39) (ILL = illustration, TAB = table, DIA = diagram, FOR = formula, GRA = graph, FIG = figure, etc.) necessary for processing in certain subject fields	imp.	mand. →	if DEF, EXP or CTX

42	§ = legal/authoritative definition (tick)	imp.	mand.	if available
43	SO = source of term (21/27) and description (36)		mand.	if available
44	date of (36) - if different from (9)		mand.	if available
45	responsible person of (36)		mand.	if 43/44
46	control of (45)		imp.	for data management
47	(open for later purposes)			
48/49	SC = superordinate concept (g = generic/logical, p = partitive/ontological)		opt.	
50/51	BC = broader concept (if not sure whether SC)		opt.	
52/53	NC = subordinate (narrower) concepts (g = generic/logical, p = partitive/ontological)		opt.	
54	(further management data - open for later purposes)		opt.	for data management
55	indication of further information (e.g. on reverse side of worksheet)		opt.	

mand. = mandatory data category
imp. = important data category
opt. = other optional data category

Basic terminographical worksheet



Annex 3.3

Terminographical worksheet for experts

This worksheet is meant to be completed by the experts collaborating in CEDEFOP projects in order to provide their expert knowledge on concepts and terms.

Principles

1 Only record those terms of your language whose comparison with equivalents in other languages has proved difficult.

2 Any additional information on restrictions of usage of term as well as on the source, etc., which are necessary for translation and other purposes.

3 Please attach - if available - copy of context (from authoritative sources if possible).

4 Additional information on reverse side of worksheet.

Fields of the worksheet

1 Name of expert

2 Date of recording (adm.)

3 Indication of country of expert

4 Project/branch code (adm.)

5 Field for term (variants, abbreviation/short form and full form) and synonyms (to be filled by expert)

6 Remarks by expert concerning the usage of terms under item 5 as well as additional information on concept

7 Source(s) in coded form (to be filled by expert) - please attach copy of context

8 Any foreign language equivalents known to you, if possible with indication of degree of equivalency (= identical, ≈ about the same concept, › smaller than worksheet concept, ‹ broader than worksheet concept, ≍ overlap) preceding the equivalent

Terminographical worksheet for experts

Expert: (1)

19.. (2) .. ../../..

Country: (3) B | D | DK | E | F | GR | I | IRL | L | NL | P

Project/branch: (4)

1 Term: (5) _____

2 Syn.: _____

3 Syn.: _____

4 Syn.: _____

Remarks: (6)

Sources: (7)

(8)

DA: _____

DE: _____

EN: _____

ES: _____

FR: _____

GR: _____

IT: _____

NL: _____

PT: _____

Annex 3.4

Terminographical worksheet for free lance translators

This worksheet was designed on the premise that freelance translators do not need the full complexity of the basic terminographic worksheet (Annex 2.2).

Principles

1 One concept one entry (if space on worksheet is not sufficient use reverse side)

2 Only record information on concepts and their terms, if difficulties have been encountered to find and verify an equivalent in the target language

3 Only fields in thick-lined squares must be completed, other fields may be completed whenever information available

4 List any additional information (together with the indication of the respective source) which may prove useful for subject specialists or for other purposes

5 Provide information on (if possible authoritative) sources in coded form. A list of source codes together with the complete bibliographic data should be attached.

Fields of the worksheet

1 Name of translator

2 Date of recording (by translator)

3 Source language: tick one of the languages

4 Target language: tick one of the languages

5 Term, variant, abbreviation/short form and full form, synonyms in source language

6 Term, variant, abbreviation and full form, synonyms in target language

7 Pointing to source of any of the terms (tick 1, 2, 3 or 4) in source language

8 Source (7) in coded form

9 Pointing to source of any of the terms (tick 1, 2, 3 or 4) in target language

10 Source (9) in coded form

11 Note: fill in any remark to source term for which source is provided

12 Note: fill in any remark to target term for which source is provided

13 DEF = definition (tick preceding square) of source language term

14 EXP = explanation (tick preceding square) of source language term

15 CTX = context (tick preceding square) to source language term

16 DEF/EXP/CTX to source language term 1,2,3 or 4 (tick respective number)

17 text field for DEF, EXP or CTX

18 source of DEF/EXP/CTX under 17

19 DEF = definition (tick preceding square) of target language term

20 EXP = explanation (tick preceding square) of target language term

21 CTX = context (tick preceding square) to target language term

22 DEF/EXP/CTX to target language term 1, 2, 3 or 4 (tick resp. number)

23 text field for DEF, EXP or CTX

24 source field for DEF/EXP/CTX under 22

25 REM = remarks: additional information on the concept in source language

26 REM = remarks: additional information on the concept in target language

Terminographical worksheet for free lance translators

Translator: (1)	19..(2).. ../../..
Source language: (3) DA DE EN ES FR GR IT NL PT	Target language: (4) DA DE EN ES FR GR IT NL PT
1 (5) 2 3 4	1 (6) 2 3 4
(7) Source 1 2 3 4 (8) Note: (11)	(9) Source 1 2 3 4 (10) Note: (12)
(13) DEF (14) EXP (15) CTX (16) 1 2 3 4 (17) Source: (18)	(19) DEF (20) EXP (21) CTX (22) 1 2 3 4 (23) Source: (24)
REM (25)	REM (26)

Annex 3.5

Terminographical worksheet for interpreters

Interpreters often have to take note of important terminological information during interpretation, which gets lost in many cases after they have finished their work. This worksheet was designed in order to save this valuable information.

Principles

1 Please record only those terms which have caused problems of definition and upon which equivalents have been decided during specialists' discussions.

2 List any remark, e.g. concerning restrictions on the usage of the term, which may prove useful.

3 Names of experts (in abbreviated form) proposing or defining a term or its equivalent constitute valuable information (any information pointing to sources to be mentioned under "Remarks").

Fields of the worksheet

1 3 lines for terms (and synonyms) of source language on same concept (if not sufficient space, take next 3 lines and link both fields together)

2 Language code of source language term(s)

3 3 lines for terms (and synonyms) of target language

4 Language code of target language term(s)

5 Remarks, e.g. on expert responsible for a term, on a source, or any other information

Terminographical worksheet for interpreters

Terms (synonyms) source language	lang. symb.	Terms (synonyms) target language	lang. symb.	Remarks
①	②	③	④	⑤

Annex 4

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Part 2

MANUAL FOR MULTILINGUAL ABSTRACTING

A method for content analysis

W. Nedobity

Vienna, December 1985

1 Introduction

The purpose of the project described below is to create a method which extends direct access to the information contained in CEDEFOP and CEC documents to experts with languages of low circulation (e. g. Spanish and Portuguese). The availability of information depends upon access to aids in the user languages. It is important for CEDEFOP to keep translation costs to a minimum. At the same time a uniform level of information must be available to all member countries of the EC. It is not sufficient to tell the users only that there are a number of documents available on a particular subject. The users must be able to gain direct access to the data and facts contained in these documents. One step in this direction is the method proposed here, of contents analysis by synoptic presentation of abstracts. This results in slanted abstracts in the field of vocational training which can be used in a computer aided way.

In order to understand the conceptual implications of this product the main concepts have to be explained: "computer aided" means that the method was designed in such a way that the results can be easily managed by a data base system on a microcomputer. The content analysis is not performed totally by computer because there are a number of stages that require human involvement.

"abstracting" refers to the concept as defined in ISO 5127/3a-1981 "Information and documentation - Vocabulary - Section 3a): Acquisition, identification, and analysis of documents and data":

3.3.1-04

abstract

Short representation of the content of a document without interpretation or criticism.

3.3.1-07

selective abstract

slanted abstract

Abstract retaining only those parts of the text which appear essential to a particular category of users.

The mental act of content analysis is performed in three successive stages: focusing on the basic features of the material to be abstracted; identifying relevant information; extracting, organizing, and reducing the relevant information into a coherent unit, either on a multiple-choice-type sheet or as one paragraph of text. Different types of material, e. g. proceedings or research reports, usually require slightly different abstracting procedures. Within the text certain function-words such as "introduction", "methods", "results", "conclusions" and "recommendations" facilitate the locating of representative material for the abstract. Every effort should be made to give balanced, informative treatment in the abstract to the information on purpose, methods, results, conclusions, and recommendations regarding the various themes.

After the most representative information for the abstract has been identified, the abstractor begins the "extracting into abstracting" stage. The extractable information is sorted into a pre-established format following the above sequence. This provides the grid for the determination of the way in which the primary and secondary themes are treated in a document. Where only a limited subject field is concerned, one can use a predetermined listing of themes.

Prior to any computerization a decision has to be made whether the full text of documents should be stored or only a significant and well categorized extract from it. In addition, the mode of input has to be determined. The conventional way is to type in the text via terminal. But since the advent of optical scanners and discs various other options are available: it has become possible to store originals in a pictorial way and to retrieve them again as such. If every term of the original text is to function as a search criterion, the text has to be stored in encoded form, but if extracts can be sufficiently characterized by the type of content analysis described above, it is more economical to retrieve the "textual pictures" by means of an "extract reference number". For the computerization of content analysis it is recommended to apply a user-friendly software package such as the "dynamic spreadsheet". In this case, the computer stores sheets, each of which contains the information on a single document in an infinite sequence.

This facilitates on the one hand the cross-referencing within one particular "cell" and on the other a hierarchical selective presentation of themes (concepts).

2 Reading for Professional Purposes as a prerequisite for the analysis of texts

Taking into account recent developments in cognitive psychology, it appears that the reading of a text, and consequently its understanding, cannot be equated to the faithful recording of what is read, or to the formation of a picture in the reader's mind. On the contrary, it has been shown that the reader has to make a conscious effort to transform what he reads in order to keep the substance or the gist of the text which will be stored in memory. Hence, reading cannot be defined as the receiving of meanings: on the contrary, understanding a text requires an active participation on the part of the abstractor who needs to organize and evaluate the information he receives while he is reading the text. To construct the meaning of a given text, the reader must bring forth his prior knowledge which is stored in the reader's memory and relate it to the new information contained in the text. Understanding will be made possible only through this constant confrontation between his pre-existing conceptual knowledge, which is organized in intellectual grids, and the text.

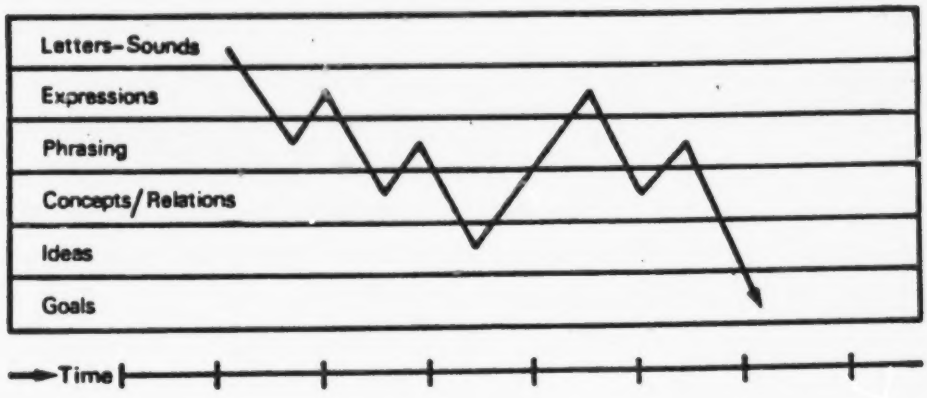
The reading for professional purposes can also be con-

ceived as a translation process from the source language of the document into the target language laid down in a list of themes. What H. Bühler says of translation also holds good therefore for information science: "It is, therefore, the phase in the translation process that involves the understanding of the source text that deserves our special attention since it is here that problems specific to translation may arise. A translator apparently is a receptor sui generis and it can be assumed that the decoding of a source text required from translators or interpreters in doing their work differs in some respects from that of a normal reader or listener." [1]. Terminology has developed many tools which assist both translators and information scientists in the understanding of source texts.

The most plausible models of the reading process are the psycholinguistic ones. They stress linguistic factors which are peculiar to any reading comprehension. They clearly distinguish several linguistic levels operating in reading: textual, syntactic, morphemic, lexical, graphophonemic or graphemic, which have all been experimentally evidenced in reading. If we interpret the linguistic process of reading comprehension as the performance of a text analysis programme, we can distinguish in it different hierarchical levels. We consider the reader as a system structured with different subsystems, and we are concerned with an ever-increasing processing capability, i. e. the linguistic segment the reader can process during a certain time unit increases. Thus we ar-

rive at a stratified hierarchical description of what the reader is doing (Figure 1). In discourse processing, the various levels or depths correspond to processing phases that operate upon characteristic kinds of materials.

The materials are divided up as shown in Figure 1 into sounds/letters, expressions (including words and word affixes), phrasing (including syntax), concepts/relations (including meaning and reference), ideas (conceptual control centres), and goals (intention, purpose, etc. of the communicative participants).



The acquisition of knowledge or skills such as reading for professional purposes is an instance of problem-solving. A problem exists whenever the pathway from the initial state to the goal state has a reasonable probability of failure. In foreign-language acquisition, the

initial state of the learner would be a working knowledge of the native language; and the goal state a working knowledge of the foreign language. What constitutes a "working knowledge" depends on the tasks for which the language will be used. In many instructional settings, these tasks are so vaguely defined that the overall goal provides no convincing direction or motivation for the abstractor. Hence, a new stipulation of goals and problems-solving techniques should be a major step toward improving instruction. The difficulty of solving a problem always depends on prevailing conditions. The problem should be clearly defined in terms of procedures, i. e. ordered stets of steps leading to a specified result. For abstracting the following procedures have been laid down:

OVERVIEW OF THE PROCESSES INVOLVED IN CONTENTS ANALYSIS OF CEDEFOP DOCUMENTS

Stages	Techniques	Results
(1) Focusing on the features of the materials to be abstracted	Classifying the form and content of of the materials	Determination of the type of document
(2) Identifying relevant information	Searching for basic concepts and themes and deciding in which function they appear	Location of the representative information (e. g. on which page of which document)
(3) Extracting, organizing and reducing the relevant information	Organizing and writing the extracted relevant information into a form sheet	Preparation of a qualified and categorized but separately located abstract (=extract)
(4) Translation of the relevant information and preparation of a synopsis	Determining the equivalents of the themes in other languages and locating the respective information	Concordance of similar information as distributed in various languages and documents

If the problem is complex, it should be divided into sub-problems. Any means to make the problem familiar and to minimize "noise" should be used. The problem-solving person, i. e. the abstractor, should be highly motivated. Under these conditions, the expenditure of processing resources should have the greatest returns in success. Search is a wellknown designation for the finding and implementation of a solution in the "problem space". This can also be applied to reading as a process (i. e. how we read). Reading is an active process, not a passive process. It involves interpreting passages, not just receving a message. A reader interprets a passage by:

- understanding a writer's implications,
- making inferences,
- realizing not only what information is given but also what information is not given,
- evaluating the passage.

The ways in which we interpret passages can be practised by trying to discover the context in which a passage was written. This involves considering such aspects as: the intended reader, the writer, the purpose of the passage, the type of presentation. The commonly accepted view of the documentation process is that it involves that analysis of the contents of a document, the formulation of this contents in a set of themes, and the arrangement of themes in such a way that inquirers can match their search requests and not miss any extracts relevant to

that request. Another view is that there are two parallel processes, the handling of the document text and the handling of the index description text. In the first case the text is in a natural language and in the second, in a language which is more or less artificial. No matter which view is adopted, it is the task of the abstractor to provide the correct interface between the terminology of the document, the terminology of the documentation system and that of the inquirer. If these three languages are not made compatible, the information process is jeopardized.

The main feature of the conventional view of the documentation process is the replacement of a long and complex linguistic entity - the entire document text - by a condensed description, a concept. This concept is usually part of a controlled vocabulary and thus the descriptor provides information of a more uniform kind than is directly given by the document alone.

Let us first consider how the reader can arrive at forming an hypothesis on the concept underlying the text. If we accept that an expository text is defined in terms of what the writer wants the target reader to do, it follows that the abstractor must determine what the abstractor must do, i. e. define what the original function of the text is. Taking into account the various functions of expository texts as they can be found in the literature, we have redefined and reorganized them in relation to the purpose of analsysis, i. e., the

reading of an expository text in an LSP situation. We have distinguished four main functions: metatexts, messages and annotions.

Doc. no.		Bibliographic Reference								
themes \ functions		Annotations		Metatexts			Messages			
		background-information	literature	purpose	scope	methods	conclusion	results	statistics	recommendations
education	vocational									
	alternating									
	policies									
	further									

3 The basics of content analysis

Communication is at the heart of social interaction. For the many social scientists interested in analyzing communication, there is no lack of pertinent data. Documents of various kinds exist over long periods of time - often centuries - spanning periods for which other kinds of empirical evidence are almost totally lacking. The sources of relevant texts are numerous, including books, magazines, newspapers, transcripts of speeches, proceedings of meetings, research reports, and interviews. The difficulty for the research is therefore not the availability of data but the need for appropriate means of analyzing it.

Compared with other data-generating and analysis techniques, content analysis has several advantages:

- Communication is a central aspect of social interaction. Content analytic procedures operate directly upon text or transcripts of human communications.

- The best content analytic studies utilize both qualitative and quantitative operations on texts. Thus, content analysis methodology combines what are usually thought to be antithetical modes of analysis.

- Compared with techniques such as interviews, content analysis usually yields unobtrusive measures in which neither the sender nor the receiver of the message is aware that it is being analyzed.

A central idea in content analysis is that the many words of the text are classified into much fewer content categories. Each category may consist of one concept, theme or subject.

In order to draw valid inferences from the text, it is important that the classification procedure used be reliable in the sense of being consistent: different people should code the same text in the same way.

The central problems of content analysis originate mainly in the data-reduction process by which the many words of texts are classified into much fewer content categories. One set of problems concerns the consistency or reliability of text classification. In context analysis, reliability problems usually grow out of the ambiguity

of word meanings or the ambiguity of category definitions or other coding rules. Classification by multiple human abstractors permits the quantitive assessment of achieved reliability.

Another approach to content analysis involves the creation and application of specialized dictionaries. Content analysis dictionaries consist of category names, the definitions or rules for assigning excerpts to categories, and the actual designation of specific passages. This strategy provides the researcher with numerous categories into which most extracts can be classified. Once created, specialized dictionaries are advantageous because they:

- provide a wide range of categories to chose from;
- minimize the time needed for dictionary construction, validation and revision;
- standardize classification; and
- encourage the accumulation of comparable results when used in many studies.

During the past 10 years, the introduction of relatively inexpensive microcomputers, the introduction of cost-effective devices for making text machine-readable, and the reduction of computer costs generally, have renewed interest in content analysis. It is certain that these tools will be increasingly applied to a wide range of social science projects during the next few years.

Because of the proliferation of computers generally and the growing capacities of microcomputers, this methods focuses on computer-aided content analysis. There is no simple right way to do content analysis.

Instead, each investigator must judge what methods are appropriate for his or her substantive problem. Moreover, some technical problems in content analysis have yet to be resolved or are the subject of on-going research and debate. Where possible, this manual tries to state the problem clearly, to indicate alternative solutions, if they are known, and to suggest what kinds of information or capabilities might help resolve the matter. Nevertheless, each investigator must judge what methods are appropriate for his group of users. Given the ubiquity of computers, there is a real danger that as software for content analysis becomes more widely distributed, as the costs of encoding texts in machine-readable form continue to decline, and as the opportunity for capturing texts for analysis directly from other electronic media increases (e. g., newspaper editing and composing systems, word processors and type setters, and electronic publishing), the opportunities for rapid content analysis will also increase. One reason content analysis has not been difficult and time-consuming to do it well. Computers eliminate some of the drudgery, but time, effort, skill, and human involvement are required to produce results, interpretations, and explanations that are valid and theoretically interesting. After selecting the documents to be analyzed, the investigator

must convert the text to a format and on a medium readable by the computer (i. e., machine-readable). In the early days of computers this process was notoriously costly and error prone. The text was encoded by punching different patterns of holes in cards or stored on tape, using codes to represent different letters, numbers, and special characters. Often the same text was punched twice in order to locate errors, a process called verification. It was not unusual for text entry to take up a large part of a documentalist's budget.

Today, researchers can employ an optical scanner that reads almost any typed or printed page and then transfers the text to an electronic storage medium, such as tape or compactdisk. One of these devices, the Kurzweil Data Entry Machine (KDEM), is very accurate and fast. Businesses in the U.S.A. serving the general public use the KDEM to scan printed material. These firms will scan newspapers, magazines, typescripts, and so on at nominal cost - often for one or two dollars per thousand characters or less, depending upon the quality of the printing. At present, however, optical scanning facilities exist for handwritten text. This can only be accomplished when machines with artificial intelligence, in particular for pattern recognition, will be available. Optical disks in combination with a numerical retrieval system make it possible to manage a large number of textual excerpts easily.

4 Fact extraction from social science texts

Facutal data (or simply called "facts") are usually defined as "quantitatively and qualitatively determinable units of a subject matter or of parts of the reality". They usually contain the concept (referring to any object) and a proposition concerning its characteristics or functions. If the facts pertain to a set of related concepts we may speak of topics, themes or even subjects. For instance "migrant worker" would be considered a concept; "employment of mirant workers" a theme; and something like "social policy" is general enough to be called a subject. Descriptor languages are mainly concerned with subjects which are then split up into topics, themes and in particular cases into individual concepts.

If users are provided with direct access to the concepts, themes and subjects of a text and their associated facts, then the information flow from the author to the reader can take place. It is the ultimate task of content analysis activities to guarantee such an access in an efficient and rapid way. In content analysis the propositions concerning the facts have to be supplemented by so-called metapropositions explaining the type and intention of the text, the user group addressed, the way how the facts are presented etc.

E. Gehring distinguishes three main categories of propositions [3]:

(1) Non-formalized, freely structured propositions and sets of propositions in the form of grammatically complete sentences which represent the conceptualization of subject matters and their interdependencies.

(2) Partly formalized, more or less firmly structured propositions which occasionally contain also numerical data; e. g. in the combination subject matter-place-time.

(3) Formalized, firmly structured propositions with extensive numerical data, as occur widely in science in the combination of concepts and their characteristics.

It has been widely discussed within information science whether hypothetical data can also be considered as factual data. As regards predictions of future developments which are expressed by one of the three types of propositions mentioned above, one can certainly treat them methodically in the same way as other factual data, provided that the time factor is indicated clearly enough. Summarizing, one can say that all past, present and future expressions of reality, be it objective or subjective, about which any information exists, can be considered a fact. The practical value of content analysis consists in the fact that it allows the application of formalized methods for the description, storage and retrieval of factual information. This type of information again has the advantage over purely documentary information that the facts extracted from texts have a

direct impact on the cognition processes of the users and therefore serve the production of new knowledge and information.

In multilingual, and especially in multinational, fact extraction work the problem of compatibility and comparability of factual data and information arises. This concerns mainly the systems of measures, currencies, administrative bodies, schooling, education etc. Propositions can also be communicated in a language-independent way such as in diagrams, maps, schemes and other pictorial media. These types of representation of factual data should not only be included in content analysis but should play a prominent role in it. D. Rudorf [4] emphasizes in his study the fact that any texts that facilitate the interpretation of such graphical presentations should be included as well.

Furthermore, any element of factual data that is taken out of its contexts should be marked by a time code, e. g., the year of publication or research so that its topicality can be judged accordingly. In the content analysis system introduced here, each textual reference card and each index card is marked by an extract reference number consisting of the codes for the type of document, number of issue, year of publication and serial number for the text excerpt. This coding allows the unambiguous identification of all the propositions presented to the user.

5 Operationalization of extracting

If the abstract consists entirely of sentences from the original document, it is called an extract. Extracting thus denotes the operation of carrying over parts of the original document without alteration into the abstract.

The ideal extract will state briefly the problem, or purpose of research, indicate the theoretical or experimental plan used, accurately summarize the principal findings, and point out major conclusions. These elements should help the reader to determine what kind of information is contained in a given document and which are the key features or interest.

The abstractor has thus to peruse the work and to identify passage which give concise and compact information on:

- the purpose and scope of the work,
- new reactions, components, materials, techniques,
- procedures, apparatus, data, concepts and theories,
- new applications of established knowledge,
- the result of investigation,
- the author's interpretation of the result and the conclusions derived from them.

Besides reading the original document in an analytical way, the selection of the material from the original document for inclusions into an extract is the most im-

portant process. This selection, however, may be influenced considerably by other processes.

The process of translation from one language into another, as carried out by human abstractors, may result in considerable variation in the size and quality of the abstract. Such variations depend largely on the abstractor's facility with both the source language and the target language. The extracting operation is certainly hampered when the source language is not well understood by the abstractor.

A second factor that influences the selection of material for the abstract is the abstractor's knowledge of the subject area of the document being abstracted. The abstractor who is an expert in the subject area is likely to produce an abstract that is shorter and more specific and that requires more knowledge on the part of the reader than an abstract produced by an abstractor with marginal knowledge of the subject area. On the other hand, the latter type of abstractor is perhaps less likely than the subject expert to get the main thrust of the document into the abstract. What is probably needed is an abstractor whose qualifications lie between the extremes of expertise and passing knowledge in a subject area.

In this connection it is essential that the abstractor remains neutral when analyzing the content of a document. He must inform himself sufficiently about the

interests of those for whom the extract is intended.

It is an advantage of the formalized method of abstracting, that the abstractor can use a form sheet that contains a preset list of themes which have been identified by the experts of the field - who are in most cases the future users of the system - as highly relevant to their work and as of great interest to them.

A further aspect that might influence the selection process is that of style. Since lengthy and awkwardly formulated passages do not qualify for selection, the problem arises for the extractor that sometimes a piece of relevant information does not lend itself to being extracted due to the bad style in which it is written. If a passage lacks sufficient concentration in presenting the information it will not meet the expectations that users have of an extract. But in most cases relevant propositions are formulated in a concise and intelligible way while general statements are usually of little interest to the users, since they are already widely known.

The next aspect to be considered in the selection process is the context. Sometimes a certain extract cannot stand alone and does not make sense because the preceding context contains information that is necessary for its unambiguous understanding. In order to be able to include such extracts as well, the abstractor has to perform certain editorial work, such as the replacement

of relative pronouns by their respective nouns, or the addition of certain edxplanatory comments.

Finally, it has to be mentioned that the selection process can be facilitated if one is aware of certain structures inherent in documents. Among them one could list tables of contents, headings and subheadings, resumees and summaries in the text which give the most direct access to information. Other information might be completely hidden "between the lines" and has to be discovered by the abstractor.

6 Rules for the preparation of slanted abstracts

Rule 1: Read quickly but attentively through the text of material to be abstracted to identify passages containing information with potential for inclusion in the abstract. Determine the following aspects: How is the text structured? Are primary and secondary headings used, particularly those containing such guide words as "introduction", "methods", "results", "conclusions" and "recommendations", which expedite the locating of representative information for the abstract? Are descriptions of original research readily identifiable, or will there be difficulty in separating them from background information during the succeeding stages of abstracting?

Rule 2: Study carefully the recording sheet in order to become acquainted with the themes and functions listed there. Make sure you know the precise definitions of

these concepts (see Annexes 1 and 2).

Rule 3: While reading, note mentally or in the margin of the copy, which parts of the material contain information on purpose, methods, findings, or conclusions and recommendations. (If you mark in the margins on manuscripts or published copies being abstracted, write lightly in pencil so that the markings may be erased without damaging the copy.) Frame these passages with pencil and number them consecutively. During the first stage, the materials to be abstracted must be clearly classified by the abstractor. Is the material based on experimental research or testing; epidemiological, etiological, sociological, or psychological surveys; descriptions of methods or equipment; theoretical research or mathematical modelling; or literature reviews, book reviews, or personal views on scientific, technical, or scholarly themes?

Rule 4: Re-read all the information on purpose, scope and methods that you identified during the retrieval-reading process. While reading, mentally index the primary and secondary themes described in this material, using the choice of preset themes as given on the recording sheet. The second approximate stage in the abstracting process involves a rapid-review reading of the text to identify those portions that contain potentially relevant information for the abstract. (Some abstractors complete this stage simultaneously while focusing on the basic features of the materials during stage 1.) After

the most representative information for the abstract has been identified, the abstractor begins the "extracting into abstracting" stage. The extractable information is sorted mentally into a pre-established format. As mentioned, one standard format follows the sequence: purpose, methods, results, conclusions and recommendations. Other formats generally involve re-arrangement of these elements.

Rule 5: From the remaining information on purpose, scope and methods, extract material by entering the extract reference number into the recording sheet (see Annex 1).

Rule 6: If you are preparing an abstract of a document reporting on experimental research, tests, surveys or case reports, re-read the textual materials on the results or findings. While reading, condense this information mentally or write it on note paper to aid your judgment of its relevance and significance. Extract the most relevant results as mentioned under Rule 5.

Rule 7: Re-read the conclusions and recommendations that were identified during the retrieval-reading process in a manner similar to that described in Rule 3. Extract the most relevant conclusions and recommandations as mentioned under Rule 5.

Rule 8: If there are passages which can be allocated to several themes/functions, make sure that the same reference number is entered in the appropriate sections of

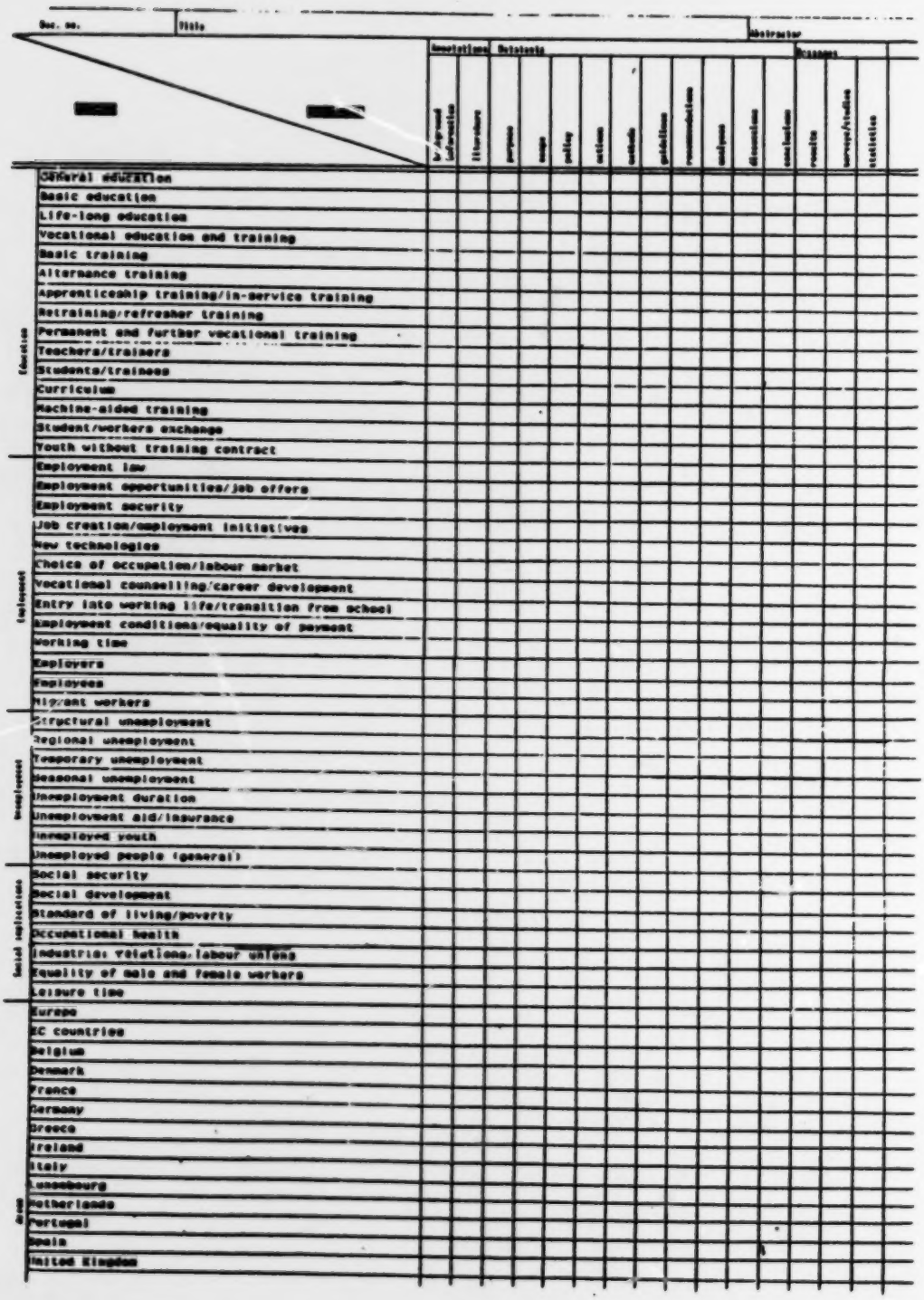
the grid. The same applies to passages containing information pertinent to a specific country only.

Rule 9: Check if there are significant shortcomings in the style and content of the extract that will require extensive revision and comment to make it acceptable to the users. The refinement process ranges from minor to major self-editing or revision by abstractors, editors or reviewers. The editing of lengthy sentences to achieve conciseness has to be performed by an editor of extracts.

Rule 10: Special care should be taken that the choice of extracts is consistent from one document to the other. Information that has been identified as important in one document has to obtain the same status in other.

ANNEX 1

Recording sheet for documents of the series "Social Europe"



ANNEX 2

Definitions of possible functions used for the identification of extracts

1 messages: functions pertaining to concrete facts and data

1.1 statistics: information presented in numerical or graphic form based on mathematical evaluation of data

1.2 surveys/studies: information obtained by interviews or questionnaires or overviews of a certain subject matter

1.3 results: most compact presentation of the outcome of research and investigation or other activities

1.4 problems: statement of matters that urgently require further investigation, or the account of difficult situations that require certain solutions

2 metatexts: interpretations of certain facts and data, mostly on the basis of a certain theory

2.1 outlook: statement of proposed or assumed future developments

2.2 conclusions: facts derived from concrete information and the suggestion of certain actions that are to be considered as the natural consequences of such facts

2.3 discussions: treatment of facts and data in a theoretical way by listing their advantages and disadvantages

2.4 analyses: critical interpretation of facts and data by pointing out their components and characteristics

2.5 recommendations: listing of advisable follow-up actions

2.6 guidelines: formalized prescription of how certain actions are to be carried out, results to be achieved, methods to be applied etc.

2.7 methods: actions and principles applied in the obtainng of certain results

2.8 actions: reports on activities carried out and events that have happened

2.9 policy: description of the plan according to which certain actions are or will be taken

2.10 scope: definition and delimitation of a certain theme; it explains what is to be understood by a certain theme;

2.11 purpose: description of the aim and justifications of certain actions and facts

3 annotations: sources for additional facts and data

3.1 background information: data and facts relevant to a certain theme, but stemming from another subject

3.2 literature: bibliographic descriptions of relevant works on a certain theme

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Part 3

BIBLIOGRAPHY OF SPECIALIZED VOCABULARIES IN THE FIELD OF VOCATIONAL TRAINING

W. Nedobity, G. Budin

Vienna, August 1987

Introduction

On behalf of the European Centre for the Development of Vocational Training (CEDEFOP), the International Information Centre for Terminology (Infoterm) co-ordinated the input for the above-mentioned bibliography. The result is a valuable contribution to the bibliographic work carried out in TermNet Programme 3.

This International Bibliography contains bibliographic references on all types of dictionaries in the field of Vocational Training, including neighbouring disciplines, i.e. any published mono- and multilingual specialized vocabularies, term lists, encyclopedias, lexica, glossaries, dictionaries which contain concepts and/or terms in the languages of the EC.

It was agreed to collect all bibliographic data pertaining to mono- and multilingual vocabularies in the above-mentioned field through international co-operation, including organizations active in vocational training and/or in terminology.

Due to the large number of pertinent publications available, the acquisition as well as the recording of the data was carried out in a decentralized way. For the sake of easy recording, Infoterm's model worksheet for use with the various TermNet bibliographies was adapted to the requirements of this project. The computerized processing of the data was also carried out by Infoterm.

Thanks are due to the numerous contributors of data; among them a number of TermNet partners.

Bibliographic data on specialized vocabularies are being collected by a large number of national and international organizations. Some of these organizations, such as the translation services of the UN (Geneva), the Commission of the European Communities (Brussels and Luxembourg) and the Canadian Department of the Secretary of State (Ottawa), have published these data in the form of bibliographies. These sources were all utilized for the purpose of this work. The extraction of relevant references was carried out by Infoterm.

Thus a comprehensive reference tool, providing the necessary sources for terminology and translation work, was produced. It is intended to keep the bibliography continuously up-to-date and to publish supplements at regular intervals.

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BIBLIOGRAPHY OF SPECIALIZED VOCABULARIES IN THE FIELD OF VOCATIONAL TRAINING

Part 3.1

Complete Entries: Systematic Arrangement

UNIVERSAL DECIMAL CLASSIFICATION

37 **EDUCATION. TEACHING. TRAINING. LEISURE**

Special auxiliary subdivisions

37.01 **Fundamentals of education. Theory. Policy etc.**
.011 **Basic concepts. Educational situation**
—001.4
.012 Methods of study of education. Pedagogic observation methods
.013 General educational and teaching theory. Principles of pedagogic activity. Practical pedagogics
.74 Comparative pedagogics
.75 Experimental pedagogics
.82 Orthopedagogics. Therapeutic pedagogics
.83 Andragogics. Theory of adult education
.014 Educational policy. Educational work and public life
.1 Opportunity and obligation. Right to education. Freedom to teach
14 Compulsory education, schooling
2 Significance of school for education of the people
.22 Combating of illiteracy. Literacy campaigns
3 School reform
5 Educational policy. Planning of education system
51 Political bias. Political impartiality
52 Religious aspects of educational policy. Denominational schools
53 Social aspects of educational policy. Democratization. Equality of opportunity
54 Economic aspects of educational policy
.542 Planning of education system
543 Financing of education system
544 Rationalization of education system
55 Authority of state, government, over schools
6 School inspection. School boards
64 Parents' consultative bodies. School guardianships, trusts
65 Educational councils, commissions. Governing bodies
.015 Disciplines of educational theory. Special pedagogic sciences
1 Educational climatology
2 Educational anthropology and biology. Genetics
3 Educational psychology. Educability
—159.922.7
4 Educational sociology
6 Educational economics. Economics of education
.017 Aims and ideals of education
.018 Basic forms, patterns, of education
1 Education at home. Private tutoring
2 Education in school
26 Attitude of parents to school
—37.064
264 Parents' meetings, evenings. Open days
265 Parents' organizations. Parent-teacher associations (PTAs)
3 Education in residential institutions, homes, boarding schools
4 Organizational form of instruction
42 Evening study. Evening school
43 Remote education. Correspondence courses. Broadcast courses etc.
—374.72
44 Part-time and day-release study, e.g. 4 + 1, 3 + 2 days (UK)
—377.35
48 Refresher courses. Revision courses
48 Retraining. Re-schooling
5 Organizational form of schools, institutions
51 Schools with little or no division. One-class schools, e.g. small village schools
52 Permanent schools
53 Occasional schools. Mobile schools
54 Day-care schools. Nursery schools
55 Schools with overseas connections. Foreign schools. Schools based abroad (for children of diplomats, servicemen etc.)
57 Practice, training schools
58 Experimental schools
7 Education through practical experience. Indirect functional education
8 Basic instruction, training
02 **General questions of didactics and method**
022 Method and principles of particular theories and systems
025 Methods for development of mental, intellectual, imaginative capacity
—37.037
026 Didactic principles. Teaching principles
03 **Intelligence training. Personality formation**
031 General training
032 Personality formation and development
033 Education through nature study and observation
034 Moral education
035 Social education. Development of political interest, community spirit etc.
036 Artistic education. Development of creative abilities
037 Development of mental powers, concentration etc.

37.018.04 **Education in relation to the educand, pupil. Guidance**
—371.212
041 Self-education. Self-teaching. Autodidactism
042 Individual factors. Aptitude etc.
043 Group factors. Integration, segregation. Coeducation
044 Duration of education or training
—371.25
045 Stages. Levels of study
1 Particular grades
12 Lower grades. Lower school
14 Middle grades. Middle school
18 Upper grades. Upper school. Sixth form
2 To first examination level
3 From first to second examination level
4 Above second examination level
047 Organizational differentiation according to vocation, future career
048 Guidance. Advice
2 Pedagogic guidance
3 Educational guidance
4 Vocational guidance. Careers advice in schools
—331.548
05 **Source of finance, support, of schools**
Details by colon
057 Public financing. Maintained schools. State schools. Local authority schools
058 Private financing. Private, endowed schools. Fee-paying schools. 'Public schools' (UK)
06 **Social problems. Human contacts, relationships**
—379.8
061 Social circumstances. Background
062 Relations between educational institutions and members. Pupil-school relations
064 Personal contacts, relationships. Parent-teacher. Teacher-pupil. Between pupils
—37.018.26
065 Student marriages. Problems of married students
068 Extramural voluntary social work, individual or group, e.g. Voluntary Student Labour Service
—331.578: 371.38
07 **Management, administration, of educational institutions**
37.07 = 35.07
08 **Personnel. Staff. Teachers. The teaching profession**
37.08 = 35.08 e.g.
37.082 Admission. Examinations. Selection. Appointment. Promotion. Retirement

Principal divisions

371 ORGANIZATION OF EDUCATIONAL AND TRAINING SYSTEM. SCHOOL ORGANIZATION
1 **Management. Teachers. Other staff**
11 Direction of teaching in educational institutions. School management. Governors. Head teacher, principal, master, mistress
12 Teaching staff. Other staff
123 Teaching qualifications, diplomas
124 Kinds of teacher. Subject teachers
371.124:51 Mathematics teachers
:91 Geography teachers
125 Normally non-teaching staff. Psychologists. Welfare staff
13 Training of teachers and educators. Teaching practice (TP)
—377.8
14 Further development and training of teachers and educators. Study groups. Tours
15 Status in the profession. Status in society. Professional standards. Public image
—174: 396
16 Community and cooperation in teachers and educators. Organized school and educational policy
2 **Organization of instruction, teaching, educational arrangements**
21 Organization of instruction with reference to pupils, teachers, schools
212 The pupil, student, schoolchild
—37.04
1 Registration. Acceptance. Enrolment
2 Selection. Aptitude, ability tests. Selective examination. Direction into various types of school. Admission quota
3 Ability and type of school. Grading. Streaming
51 Ordinary full-time pupils and students
52 Occasional or guest pupils and students. Visitors to lectures etc.
7 Pupil's progress through school. Transferring
72 Lack of progress in learning. Marking time. Staying in same class
74 Changing schools. Opportunity of transferring to other schools
8 Discharge (on completion of studies). Leaving school. Withdrawal of pupil
—371.543.8

371.213 Division of duties among teaching staff
1 Class teachers. Management of class or form
2 Teachers accompanying pupil groups through several classes or grades. Teacher mobility
3 Teaching staff mainly concerned with education. Teachers. Mentors. Tutors
5 Substitute teachers. Deputies. Locums. Supply teaching
8 Team teaching. Instruction by teacher group
214 Teaching programmes. Syllabus. Timetable. Plan of lessons, periods
—372
1 Type and compilation of programme. School syllabus. Prospectuses
11 Type of programme. Subject allocations. Outlines, skeleton programmes
14 School syllabus
18 Obligatory, compulsory courses
19 Optional courses
27 Timetable. Plan of lessons, periods
41 Compulsory subjects. Optional/compulsory subjects. Optional subjects
43 Branching. Specialization
46 Core subject instruction
6 Overloading of syllabus
217 Social arrangements. Pupils' financial means
1 Travelling to school. Free transport. Fare concessions. Passes
2 School meals. School kitchens. School canteens
3 School-arranged holidays. Holiday centres, camps
4 Pupils' financial means. Scholarships. Grants. Working students
46 Incomes of pupils. Maintenance. Allowance. Pocket money
5 Loaned study materials, books etc.
6 Free study materials, books etc.
7 Free clothing, uniforms etc.
219 Use of schools for non-school purposes, e.g. adult education
22 School fees, charges. Tuition fees
—378.142
23 Division of the school year. School terms, semesters
233 Tours. Trips. Outings. Excursions. Study visits (home and abroad)
235 School holidays, vacations. Temporary closing of school
239 School ceremonies, commemorations (under a day etc.)
25 Duration of studies
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26 Appraisal and supervision of pupils
261 Marks. Points. Credits. Class, form order
262 School reports
263 School performance tests. Combined appraisal methods
264 Methods for psychological understanding of pupils
—37.015.3
27 Examination system. Qualifying system. Competition
274 Oral examinations. Viva voce tests
275 Written examinations. Test papers
276 Practical examinations
279.1 Examinees. Nervousness, anxiety. Exam fever
2 Examiners. Examining boards
5 Examination conditions, requirements
6 Examination papers. Questions, problems
7 Marking. Assessment
8 Examination certificates. Degrees. Diplomas
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3 **Teaching methods and procedures. Forms of instruction and training**
31 Forms of instruction in general
311 Individual instruction. Group instruction
1 Individual instruction
3 Work in communities. Study groups
4 Group work. Teamwork
5 Class instruction
314 Collective instruction
6 Self-contained instruction beyond specialization. Project method. Activity method
315 Instruction according to treatment of subject matter. Observation, demonstration, development
7 Programmed instruction
32 Lessons. Schoolwork
321 Work of the teacher. Giving lessons
322 Work of the pupil, student
1 Homework
2 Classwork
33 Oral instruction
331 Lecturing. Lectures. Talks
332 Supervised debate. Class discussions

371.333 **Audiovisual methods**
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.334 **Discussion methods. Seminars**
.335 Visual instruction. Illustration. Observation
.336 Courses of instruction. Lecture courses. 3
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.38 **Education through practical activity** 36
.381 Handicrafts. Workshops. Manual skill
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.385 Independence, self-reliance, in practical activities. Initiative. Enterprise 45
.388 Independence, self-reliance, towards the outside world 46
.387 Collecting (as educational activity) 47
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.388 Practical work. Laboratory work. Experiments 48
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.4 **Educational systems** 8
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371.4DALTON Dalton system
.5 **School order and discipline** 373
.51 School regulations. Rules of conduct, behaviour. Obligations and rights of pupils 1
.52 Presence and absence. Punctuality and lateness. Regularity of attendance. Truancy 2
.53 Incentives. Rewards. Prizes 21
.54 Punishments. Disciplinary measures
.543 School punishments
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.55 Corporal punishment. Caning etc
.57 Pupils responsible for maintenance of order. 3
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.59 Student participation in school management. Pupil power 4
.6 **Site. School grounds. Buildings. Fittings. Teaching equipment** 5
.61 Site. School grounds. Property
—711.57; 712.25; 911.374.7
.62 School and college buildings, accommodation
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.621 Assembly area. Communal spaces. Reading, study rooms. Workrooms 51
.2 Assembly area. Great hall. Aula 52
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.5 Specially equipped rooms. Teaching laboratories for physics, chemistry etc 55
.7 Rooms for teaching staff. Staffrooms. Staff common rooms 57
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.624 Gymnasiums. Swimming baths 6
.63 School and college furniture. Interior decoration. Aesthetic design of schools
.64/.69 Educational, instructional equipment
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.693 Models. Simulators
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.72 Physical (bodily) health, hygiene, care
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.899 Demonstrations, demos, Rallies, Strikes
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372 CONTENT AND CURRICULUM IN PRE-SCHOOL AND ELEMENTARY EDUCATION. SUBJECTS, AT ANY LEVEL, IN ANY KIND OF SCHOOL
Pre-school activities
Environment. Its significance in education
Development of the faculties, the senses
Movement, coordination exercises
Elementary education. First lessons
Rudiments of reading. First reading lessons
Rudiments of writing
Rudiments of language and speech. Voice Expression. Grammar
Rudiments of number, arithmetic
First orientation in space and time. Study of one's locality. Local history instruction
Other subjects. Special subjects
372.8 ≃ 0/9, e.g.
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853 Physics (from 53)
874 Drawing. Design (from 74)

373 KINDS OF SCHOOL PROVIDING GENERAL EDUCATION
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373.211.24 Pre-school teachers
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373.5.046.12 Lower secondary school grades
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Schools with limited preparation for further education. Secondary modern schools (UK)
Schools leading to full matriculation
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All-age schools. Comprehensive schools
Various kinds of school and course leading to matriculation
Schools intermediate between secondary school and college or university. Junior colleges (USA)
Special subject instruction, technical training etc., included in general education
—377

374 EDUCATION AND TRAINING OUT OF SCHOOL. FURTHER EDUCATION
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374.1 ≃ 371
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374.31 ≃ 371, e.g.
374.311.24 Youth leaders, instructors
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374.71 ≃ 371
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—37.018.43; 371.333; 371.68
Adult education associations, unions etc
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378 EDUCATION. TEACHING. TRAINING OF SPECIAL GROUPS OF PERSONS. SPECIAL SCHOOLS
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376.1 ≃ 371, e.g.
376.112.4 Special instructors, trainers (from 371.124)
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Education of persons with limb defects, impediments. Disabled. Limbless. Crippled. Spastics
Education of the physically feeble
Education of the sick, invalids, hospitalized etc.
Education of persons with sensory and nervous handicaps
Education of the blind
Education of the deaf and deaf mutes
Education of the doubly and multiply handicapped. Deaf and blind. Blind deaf mutes
Education of persons with sensory impediments, partial handicaps
Of the partially sighted, sight-defective, vision-defective
Of the partially deaf, hard of hearing

376.36 Education of persons with speech impediments. Stutterers. Stammerers
37 Education of epileptics
4 **Education of the mentally handicapped**
42 Education of the retarded, backward, ESN (educationally subnormal)
43 Education of the mentally defective
44 Education of congenital idiots
45 Education of psychopaths
5 **Education of persons with adjustment problems, The maladjusted**
54 Education of the precocious, the gifted, geniuses, prodigies
56 Education of the environmentally maladjusted (owing to family, social background). Spoilt children. Neglected children
58 Education of the problematic, near ineducable. Juvenile delinquents
—343.815; 362.74
6 **Education of particular social groups**
62 Education of the socially privileged. Aristocracy etc.
63 Education of the socially deprived. Unemployed. Destitute etc.
64 Education of children without parental presence. Waifs. Orphans. Illegitimate children etc.
66 Education of itinerant persons, of no fixed abode. Children of nomads, gypsies, bargees etc.
68 Education of aliens, foreigners, immigrants
7 **Education of national minorities and special groups**
72 Education of particular religious groups
74 Education of particular racial, ethnic, linguistic groups
78 Education of illiterates
—37.014.22

377 SPECIALIZED INSTRUCTION. VOCATIONAL, TECHNICAL, PROFESSIONAL TRAINING. VOCATIONAL COLLEGES. INSTITUTES. POLYTECHNICS
377.018.42 Evening technical studies. Evening institutes
1 **Organization of vocational training**
377.1 ≃ 371, e.g.
377.112.4 Vocational teachers, trainers (from 371.124)
121.274 Transfer opportunities in vocational schools (from 371.212.74)
2 **Training not leading to qualified occupations, skilled trades. Instruction in unskilled, semi-skilled work**
3 **Education of skilled workers, businessmen etc. Technical, commercial institutes etc.**
35 In-school instruction combined with apprentice training. Vocational courses. Day-release. Sandwich courses
—37.018.44
352 Public arrangements. College-based training
354 Business, firm's arrangements. Work-based training
36 Vocational schools. Technical schools, colleges, e.g.
377.36.33 Commercial colleges. Schools of business studies
4 **Continuation training and retraining of skilled workers. Trade schools. Craft schools, e.g.**
377.4.62 Engineering craft schools
44 Work-based continuation training and retraining
5 **Higher vocational training for technician and supervisory grades (including courses leading to matriculation)**
6 **Professional training starting from matriculation but not leading to academic qualification, e.g.**
377.6.02 Schools of librarianship
8 **Teacher training colleges, schools, courses**

378 HIGHER EDUCATION. UNIVERSITIES. ACADEMIC STUDY
Special auxiliary subdivisions
378.094 Separate establishments. Colleges
096 Faculties. Departments. Schools in universities etc.
Principal divisions
378.1 **Organization of higher education**
11 Organs and management of universities etc.
112 Governing bodies. Council. Senate
113 Directorate. Administrative officials. Chancellor. Vice Chancellor. Dean of faculty
115 Discipline, internal management of universities etc.
378.115 ≃ 371.5
12 Academic teaching and research staff
124 Academic teaching staff. Professors. Readers. Lecturers etc.
378.124.902 Professors etc. of archaeology
125 Normally non-teaching academic staff. Technical and research staff etc.
14 Organization of study and tuition
141 Matriculation, enrolment. Leaving, going down. Organization of studies
142 College fees, charges. Tuition fees
—371.22
143 Division of the academic year. University terms, semesters, vacations, number, duration etc.
378.143 ≃ 371.23

378 .145 Planning of studies. Duration of studies
.147 Academic teaching methods. Forms of university instruction. Lectures. Seminars. Tutorials
378.147 ≈ 371.3
.16 University site. Campus. College buildings, premises, equipment
378.16 ≈ 371.6
.17 Health and medical care of university students
378.17 ≈ 371.7
.18 Student life, customs etc.
378.18 ≈ 371.8
.2 **Degrees. Qualifications. Diplomas. Qualifying examinations**
.21 Right of conferring academic degrees. Examination boards. Recognition of diplomas
.22 Academic degrees. Bachelor, Master, Doctor, Licentiate, Associate, Fellow
.24 Academic qualifications dependent on practical achievement, interview etc.
.244 Degrees based on examinations
.245 Degrees based on theses. Doctoral dissertations
.25 Honorary degrees, e.g. Doctor honoris causa
3 **Endowments. Scholarships. Grants. Subsidies. Financing of academic studies**
.31 Academic and independent foundations, endowments, for academic teaching
.32 Grants, subsidies, for studies. Free places. Open competitions, contests
.33 Foundations, endowments, for academic research. Fellowships
.34 Student scholarships. Exhibitions. Bursaries. Travelling scholarships
.342 State scholarships
.344 Scholarships endowed by organizations, e.g. commercial, industrial
.346 Privately endowed scholarships
.36 Financial means of students. Student incomes, earnings
—371.217.4
.361 Advance salary. Salaried students
.362 Loans for study
.365 Earnings from part-time jobs. Working students
.37 Social arrangements by the student body, for students. Student welfare, assistance. University sanatoriums
4 **Universities**
Class here traditional universities with all or most of the usual faculties; also Open University (UK), formerly at 374.72 in English editions
378.4(410)OU The Open University
(410.117) University of Oxford
(410.126) University of Sussex
(443.611) Université de Paris à la Sorbonne
6 **Specialist colleges with university status. Colleges of Advanced Technology. Technological Universities etc.**
378.6 ≈ 0/9:
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378.633 Colleges of economics, business, commerce (from 33)
378.633.9(436W) Hochschule für Welthandel (College of World Trade), Vienna (from 339)
378.635.5(443.62St Cyr) Military Academy of St Cyr (from 355)

330.564.62 Income of state enterprises, of nationalized industries
.64 Income of cooperative enterprises
.565 Redistribution of national and private income
.568 Forms of income. Natural income (income in kind). Monetary income
.567.2 Use of income. Expenditure. Consumption. Savings. Economy of private households
.4 Social consumption. State expenditure
.6 Accumulation of income. Capital formation. Reserves of wealth
.59 Standard of living
.8 **Economic theories. Academic doctrines, dogmas**
.81 Pre-nineteenth-century economic theories
.811 Economic theories of antiquity, of classical times. Economic theories of the mediaeval period, Middle Ages
.812 Mercantilism and other economic doctrines of the sixteenth and seventeenth centuries
.813 Physiocracy and other economic doctrines of the eighteenth century
.82 Classical schools of economics. Liberalism. Ethical, romantic, historical schools
.821 Industrial system: Smith, Ricardo, J B Say, Thünen etc.
.822 Liberal optimists: Cobden, Bastiat, Carey etc.
.823 Moderate individualism
.824 Doctrine of the free economy: Gesell
.826 Ethical school: Sismondi
.827 Romantic, neoromantic school: Müller, Haller, Spann
.828 Historico-sociological school. National reaction. Protectionism: Carey, List, Roscher, Hildebrand, Schmoller, Bücher, Sombart, Comte, Weber etc.
.83 Economic doctrines of the twentieth century and their predecessors in the nineteenth century
.831 Psychological school. Marginalism. Neoclassical school. Neo-Marginalism. Neo-Liberalism. Welfare economics: Böhm-Bawerk, Mises, Haberler, Marschall, J B Clark, Pigou, Perroux, Röpke etc.
.832 Mathematical school. Theory of equilibrium. Econometric school: Walras, Pareto, Wicksell, Samuelson, Tinbergen, Frisch
.834 Keynes and the Keynesian movement
.835 Theories of economic growth: Harrod, Domar, Kaldor etc.
.836 Technical economic doctrines. Technocracy
.837 Institutionalism: Ely, Commons, Veblen, J M Clark
.838 French inductive school
.84 Pre-Marxian socialist schools. Utopian socialism. Fourierism
—141.81
.85 Marxist-Leninist economic doctrine
—141.82
.86 Social-democratic and non-Marxist socialist economic theories: Coltin
.87 Social-legalist, solidarist, corporative, religious, cooperative, anthroposophic, collectivist, planning-based economic doctrines

331 LABOUR. EMPLOYMENT. WORK. EMPLOYERS, EMPLOYEES. LABOUR ECONOMICS. ORGANIZATION OF LABOUR
—351.83/.84; 368.4; 658.3
331-05 Persons in context of labour

Special auxiliary subdivisions

331.01 **Theory of labour. Scientific study of labour. Labour economics**
331.01:159.9 Psychology of labour, of work
.011 Concept of labour, of work
.1 Freedom to work
.2 Right to work
.3 Obligation to work

331.012 Labour as factor in production
.013 Importance, utility, value of labour. Dignity of labour
.015.1 Organization of labour, of work. Simplification of work
.11 Design and adaptation of tools, machines, for humans. Ergonomics
.12 Design, layout, of workplace
.13 Arrangement of work flow. Sequence of operations. Arrangement of materials in workplace
.14 Work study. Time-and-motion study. Quantification of work
.018 Quality differences in work. Degree of quality
.021 **Kinds of labour**
—Table I(l).007; I(k)-057
.1 Free, unrestricted, independent labour. Autonomous labour. Freelance work
.2 Dependent labour. Tied labour. Controlled labour
.3 Professional work
.4 Creative work
.5 Supervisory work. Managerial work
.6 Executive work
.811 Difficulty, complexity of work. Skilled, unskilled labour
.812 Physical demands of work: light, heavy work
.815 Monotonous work
—331.055.3
.817 Dangerous, hazardous work
.819 Dirty work
.821 Physical work. Manual labour
.822 Mental, intellectual work. Brain-work
.831 Productive work
.832 Non-productive work
.022 **Attitude to work. Morale at work. Job satisfaction. Discipline at work**
.024 **Human working capacity. Manpower. Consumption and replacement of capacity**
.1 Individual work capacity
—658.3
.2 Collective work capacity. Work capacity of populations, of groups
.3 Work performed. Efficiency. Output
.35 Productivity
.37 Increased output
.04 **External influences on work. Working environment**
.041 Technical factors. Kind of work
.042 Running of the firm, and its effect. Atmosphere at work
.043 Physical and chemical factors
.2 Climate. Weather
.3 Atmospheric pressure
.5 Light, brightness factors. Lighting. Illumination
.6 Temperature. Heat. Warmth. Ventilation. Humidity
.044 Length of work period. Hours of work. Working day
.6 Rest periods. Breaks
.048 Factors not immediately connected with the firm or workplace
.1 Social, political, economic factors
.2 Effect of employee's private life
.5 Travel conditions. Journey to work
—Table I(k)-057.62
.05 **Factors associated with the employee. Personal attributes etc.**
—658.3.05
.053 Physical, bodily factors. Health, strength etc. Individual's working rhythm
.054 Psychological factors. Attentiveness, concentration. Interest in the job
.6 Effect of group working. Teamwork. Cooperativeness, team spirit
.8 Interest in the job. Enjoyment of work. Indifference, offhandedness
.055.2 Effect of variety

331.055.3 **Effect of monotony**
—331.021.816
.4 **Effect of fatigue**

Principal divisions

331.1 **Relations between business firms and employees. Industrial relations. Human relations. Labour relations**
.11 **Employees. Contracts of employment. Recruitment. Engagement. Appointment**
.113 **Aspects of appointment, e.g. official prescription, legislation etc., concerning the handicapped, young persons etc.**
.114 **Terms, conditions, of employment. Requirements, stipulations: professional, health**
.115.1 **Recruitment. Enticement, 'poaching' of staff**
.2 **Applications for jobs**
.6 **Aptitude tests**
.62 **Testing of general fitness and ability. Medical examination**
.63 **Testing of professional competence and abilities**
.116 **Contracts of employment. Agreements**
.2 **Individual contracts of employment**
.3 **Collective contracts of employment**
.4 **Agreements on rates of pay**
.5 **General agreements. Frameworks of agreement**
.12 **Entry to a firm. Commencement of employment**
.122 **Induction. Familiarization. Probationary period**
.123 **Training and employment record. Record books. Professional documents, credentials. Licence to work. Work pass**
.125 **Level of seniority, grade, rank. Promotion**
.5 **Rank according to salary. Rank according to performance, achievement**
.6 **Records of personnel assessment. Appraisals. Personal files**
.126 **Turnover of personnel. Staffing levels, fluctuation. Commitment to the firm. Staff loyalty**
.4 **Exchange of jobs within the firm. Redeployment, reallocation of staff**
.13 **Termination of contract. Notice of dismissal. Resignation**
.133 **Compensation. Severance payments. Redundancy payments. 'Handshakes'**
.135 **Termination of contract by employer**
.2 **Temporary dismissal, suspension. Leave of absence. Suspension on pay**
.3 **Dismissal. Discharge. Sacking**
—331.148.8
.4 **Entitlement to notice of dismissal. Minimum period of notice**
.136 **Termination of contract by employee. Resignation**
.137 **Cancelled shifts. Short-time working. Shortage of work**
.138 **Reinstatement**
.14 **Works regulations and procedures**
.147 **Encouragement of proposals for improvements. Suggestions schemes**
.148 **Punishment. Disciplinary procedure**
.1 **Warnings. Reprimands**
.2 **Monetary penalties. Wage and salary reductions. Deduction from, docking of, pay**
.5 **Transfer to a lower, subordinate, position or to a lower-paid job. Demotion. Downgrading**
.8 **Expulsion from workplace. Dismissal as disciplinary measure**
—331.135.3
.15 **Relations between management and workforce within the firm**
.152 **Cooperation. Copartnership. Worker representation, participation. Councils. Committees**
.1 **Employee participation in management, in decision-making**
331.152.2 **Works committees. Negotiating committees**
.3 **Consultative councils. Staff councils. Mutual Trust Councils**
.154 **Mediation**
.155 **Arbitration. Arbitration awards**
.158 **Incentives to personnel for higher productivity. Incentive schemes**
—330.16; 331.876
.16 **Resolution of labour disputes within the firm. Internal negotiating committees**
—351.83
.17 **Various arrangements made by employers for employees' benefit**
—331.835
331.17:027.6 Works libraries
:336.722 Works savings schemes. Loan schemes
.171 **Pension funds. Benevolent funds**
—368.4
.174 **Profit-sharing. Small shareholdings**
.2 **Salaries. Wages. Remuneration. Pay**
.21 **General questions**
.211 **Method of payment. Time of payment, pay day. Advances on wages (subsistence money, 'subs')**
.214 **Economic theory of wages**
.1 **Iron law of wages: Lassalle**
.2 **Wage-fund theory: J S Mill**
.3 **Theory of productivity**
.4 **Doctrine of surplus value. Exploitation. Power-political wage theory**
.51 **Doctrine of falling wage ratio (proportion of wages to national income)**
.52 **Doctrine of rising wage ratio (proportion of wages to national income)**
.7 **Economic principle of distribution. Payment according to work**
.215 **Salary level. Wage level**
.1 **Relation of pay to performance appraisal. Payment according to desert, merit**
.2 **Fluctuations in salary and wage levels. Pay increases, rises. Pay reductions, cuts**
.3 **Relation of pay to production costs**
.4 **Relation of pay to cost of living. Nominal pay. Real pay**
—331.83
.5 **Maximum pay. Minimum pay. Living wage. Subsistence level**
.6 **Gross pay. Net pay. Take-home pay**
.216 **Continued payment of wages in case of sickness, accident etc.**
.218 **Use of more than one source of income. Double and multiple earnings**
—Table I(k)-057.114
.2 **Increase of income by multiple employment of the same individual**
.3 **Increase of income by cumulation of earnings of various members of the family. Collective or family income. Total earnings of man and wife**
.22 **Payment systems. Wage scales, indexes etc.**
.221 **Payment systems. Tariff systems. Wage scales**
.222 **Index-linked pay. Pay related to cost-of-living index etc.**
.225 **Bonus systems. Bonuses. Tips. Allowances. Other additions to basic pay**
.6 **Gratuities. Handsels. Christmas and holiday bonuses**
.7 **Tips**
.226 **Family allowances (as wage element). Supplements for dependents**
.227 **Various indemnities and supplements (e.g. local weighting)**
.228 **Compensation funds. Funds for making up wage loss**
.23 **Forms of payment. Basis of calculation**
.231 **Piecework payment. Piece rate. Contract payment. Payment by result. Job-work**

331.232 Time-based payment. Pay per unit of time. Hourly rate. Daily rate. Weekly wage. Monthly salary. Annual salary
331.232"3752" Overtime pay
.235 Methods of payment. Truck system
.2 Cash payment
.5 Payment in kind
.236 Subcontract system. Group contract payment. Commission
.24 Share of profit. Royalty. Percentage. Cut
—331.174
.25 Age benefit. Retirement pensions. Annuities. Superannuation schemes. Reservists' pay (half-pay). Cash benefits at retirement, lump-sum benefit
.27 Professional remuneration. Fees, e.g. of doctors, lawyers, architects, writers, artists
.28 Organization of wages and payments. Wage planning
.5 **Labour market. Employment**

Special auxiliary subdivision

331.5.024.5 Employment policy. Policy towards labour market

Principal divisions

331.52 Structure of the labour market. Geographic distribution of workforce, of workplaces. Full, partial employment
.53 Employment mediation, placement (e.g. by employment agencies, bureaux, labour exchanges, job centres)
.54 Vocation. Choice of occupation. Vocational problems. Dying and nascent occupations. Job with a future
.543 Analysis of vocation. Vocational profile
.548 Vocational guidance, advice, counselling
—37.048.4
.55 Mobility of workforce. Geographical mobility. Occupational mobility
.56 Unemployment
.562 Structural unemployment. Technological unemployment
.563 Cyclic unemployment
—330.33
.564 Seasonal unemployment
.567 Consequences of unemployment. Measures to combat results
.57 Prevention of unemployment. Relief of unemployment
.572.2 Maintenance and support of existing workplaces
.4 Creation of new workplaces. Job creation
.573 Reduction of working hours
.574 Elimination of certain groups of employees. Extended education (raising of school-leaving age). Early retirement. Restriction of female, foreign labour etc.
.578 Labour service. Work as form of national service
—37.068
.58 Encouragement of acceptance of available work. Filling of vacancies
—331.86.066
.81 **Working hours. Leisure time. Shifts. Time-off. Leave. Holidays**
.811 Working hours in particular time-divisions
Details by common auxiliaries of time, e.g.
331.811"344" Day work
"345" Night work
"427.08" Eight-hour day
"437.3" Three-day week
.1 Work without fixed number of working hours, and without fixed schedule or timetable
.2 Work with fixed number of working hours but without fixed schedule or timetable. Flexible time
.22 With completely open schedule
.24 With schedule variable within limits. Sliding timetable
.3 Work with fixed number of working hours and fixed schedule or timetable
331.811.31 Full-time working. Full working day
.314 With alternating starting time. Shift work
.32 Short-time working. Part-time working
.8 Free time. Leisure time
—331.85; 379.8
.813 Sunday working. (Bank) holiday working
.814 Overtime
.815 Labour festivals and holidays. May Day (May 1st). Bank holidays
.816 Absence without leave. Absenteeism
.817 Absence with leave. Authorized absence
.2 Absence due to sickness, accident(s)
.4 Leave entitlement. Annual leave. Special leave for particular reasons
.5 Works holidays. Holidays during works closure
.6 Leave and works holidays because of unusually severe weather. Cancellation of work because of heat, cold etc.
.8 Unpaid leave
.82 **Working conditions. Workplace. Offices. Shop floor**
.821 Dangerous occupations. Unhealthy occupations
.822 Health and hygiene arrangements. Precautions against occupational health hazards and diseases. Medical treatment and care
—613.6; 628.5
.823 Safety regulations at work. Occupational hazards. Industrial accidents
—368.41; 614.8
.825 Firm's liability. Employers' liability. Compensation
.827 Improvement of working conditions. Washing facilities. Canteens, restaurants etc. Planning, layout, of working area
.83 **Economic and social situation of employees. Living standard. Wages of employees**
.831 Cost of living
—331.215.4; 331.222
.832 Shops, (discount) warehouses for employees. Company stores
.833 Dwelling-places from work point of view. Work catchment area. Company housing
.835 Feeding and clothing of employees. Canteens. Clothes issues
—331.827; 64.024.3
.836 Social welfare for employees. Assistance with unusual responsibilities, burdens, (personal) problems etc.
.837 Transport of employees. Workers' trains, works buses etc.
.85 **Arrangement of leisure, of leisure activities. Recreational facilities**
—027.4; 37; 379.8
331.85:725.85 Company sports facilities, courts, gymnasiums etc.
.86 **Organization of training. Technical training. Apprenticeships**
—374; 377
331.86:621.791 Training of welders

Special auxiliary subdivision

331.86.066 Transfer to other occupations. Retraining of workforce

Principal divisions

331.861 Apprentice training. Basic training. Induction
.862 Apprentice schools. Craft schools. Trainees' workshops. Offices for trainee instruction
.863 Arrangements for further education, betterment of manual workers etc. Extension, day-release, schooling. Refresher courses. Retraining
—331.86.066
.865 Educational grants. Scholarships. Bursaries
.867 Admission of workers from abroad to training and instruction (foreign nationals, immigrants, guest-workers' etc.) Familiarization of foreign workers to local work practices and relations

331.868 **Training of foremen, overseers, supervisors. Promotion of workers**
.87 **Organization of work. Division of labour**
.872 **Work division, allocation. Division of labour. Differentiation of tasks. Specialization**
.873 **Unification of tasks. Allocation of different kinds or stages of work to a single operator. Non-specialism. Generalism**
.874 **Group labour. Teamwork. Assignment of several workers simultaneously to a single task or product**
.875 **Mechanization and automation of work. Production lines. Assembly lines. Conveyor-belt system. Flow production**
.876 **Worker initiatives in work organization**
.2 **Work activists**
.3 **Voluntary work brigades. Subbotniks**
.4 **Competition at work, e.g. socialist competition, voluntary work pledges, Stakhanovite system**
.5 **Socialist (communist) work brigades**
.6 **Inventions and suggestions schemes as system of work, e.g. Movement of Inventors, Innovators and Rationalizers**
.877 **Internal communication and information work. Efficiency propaganda, publicity**
.88 **Associations of employees and employers. Trade unions. Employers' federations. Professional associations**
.881 **Trade unions**
331.881:622 Miners' unions
.882 **Employers' federations**
331.882(410) In UK. Confederation of British Industry (CBI)
.883 **Joint-associations of employers and employees**
.884 **Trade and professional associations of freelance workers, of the self-employed**
.885 **Professional associations of (skilled) manual workers, craftsmen. Trade and craft guilds, companies**
—334.782
.889 **Compulsory, obligatory associations. Compulsory craft guilds**
—331.123
.89 **Labour disputes. Industrial disputes. Strikes. Lock-outs**
—343.46
.892 **Strikes. Pickets. Strike fund**
—323.264
.893 **Other kinds of industrial action (furtherance of disputes) by employees. Go-slows. Work-to-rules. Occupation of workplaces by workers (sit-ins). Sabotage. Passive resistance. Boycotts. Blacking**
—323.262
.894/.897 **Furtherance of disputes by employers**
.895 **Lock-outs**
.896 **Measures to combat internal effects of strikes. Employment of outside workers, blackleg labour. Distribution of vacant jobs among those willing to work. Strike-breakers. Volunteer replacement labour**
.897 **Assistance to employers during strikes. Financial support etc.**
.898.1 **Use of troops, of (armed) forces as labour in industrial disputes**
.91 **International regulation and organization of labour**
—351.83
.94 **Supervision of industrial regulations. Factory inspection. Labour regulations**
—331.821; 613.6; 614.8
.97 **Rewarding of workers by the authorities, associations, firms etc. Awards. Decorations. Medals**

332 LAND. PROPERTY. REAL ESTATE
Special auxiliary subdivisions
332.01 Theory of land and property
332.02 Land and property policy
.021.8 Land and property reform
Principal divisions
332.2 **Property. Ownership of land**
—347.23
.22 **Acquisition of property. Transfer, disposal, of property**
.24 **Kinds of ownership of land**
Special auxiliary subdivisions
332.24.012.32 **Private ownership of land: individuals, companies**
.33 **Public ownership of land: state, community**
.34 **Collective ownership of land: collectives, cooperatives**
Principal divisions
332.248 **Ownerless land. Abandoned property**
.25 **Restricted, limited ownership. Entailed estates. Homestead law**
.26 **Incursions on onwership. Compulsory acquisition. Requisition. Expropriation. Compensation**
—347.234; 351.712.5
.27 **Protection of property, of ownership**
.28 **Leasehold property. Leased land**
.3 **Land use**
.32 **Land not suitable for use. Sterile land. Wasteland**
.33 **Usable, exploitable land. Land resources**
.34 **Intensity of land use**
.36 **Factors influencing land use. Environmental factors**
.362 **Natural factors in land use**
.363 **Public planning decisions as factors in land use**
.364 **Social factors in land use**
.365 **Economic factors in land use**
.368 **Infection, contamination, pollution of land**
—351.777.6; 614.7; 628
.37 **Measures to maximize, optimize, maintain use**
.38 **Kind of land use**
—332.24.012...
.5 **Land requirement. Long-term planning of land use**
—332.02; 711
.6 **Land value. Value of plots, sites, holdings. Real-estate value. Productivity. Rents**
Special auxiliary subdivision
332.6.055 **Changes in value of land**
Principal divisions
332.64 **Ascertainment of value. Land valuation**
.66 **Produce, yield of land. Land productivity**
.68 **Returns from land. Rents. Ground rent. House rent**
.7 **Trade in land, in real estate**
.72 **Property market. Market in land, in real estate**
.74 **Land prices. Market price of land, of real estate**
.76 **Trade in land and in real estate independently**
.77 **Combined trade in land and real estate**

334 ORGANIZATIONS, ARRANGEMENTS, AGREEMENTS FOR ECONOMIC ACTIVITIES. COOPERATIVE SYSTEMS
.1 **Cooperatives in general. Mutual benefit societies**
.2 **Credit funds. Cooperative credit, loan, societies**
—336.773
.3 **Cooperative insurance societies**
334.3 ≃ 368, e.g.
334.311 Cooperative fire insurance
.32 Cooperative transport insurance
.33 Cooperative life insurance
.338.2 Cooperative sickness insurance (health insurance)
.35 Cooperative agricultural insurance

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